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TEACHER TRAINING AGENCIES

A HISTORICAL REVIEW OF THE VARIOUS AGENCIES OF THE STATE
OF NEW YORK EMPLOYED IN TRAINING AND PREPARING
TEACHERS FOR THE PUBLIC SCHOOLS OF THE STATE

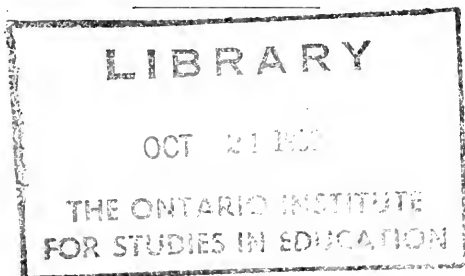
BY

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1917

THE UNIVERSITY OF THE STATE OF NEW YORK

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TEACHER TRAINING AGENCIES

New York has occupied a leading position, since the founding of her public school system, in the support and development of agencies for the training of teachers. In the establishment and maintenance of training classes, state normal institutions, city training schools, teachers institutes, summer schools, and a system of examination and certification of teachers, she has occupied a position second to no state in the Union. The men who originated and who have developed the State's great system of public education attained a leadership in educational administration which gave them national reputation as educators and brought honor and prestige to the State. There is no phase in the development of New York's public school system of greater historical interest and importance than the organization, growth and development of the various agencies which have been established for the training of teachers.

It has seemed advisable, therefore, to collect the important historical material and documents relating to this subject into one volume, so that it may be not only preserved but made accessible to students of public education. That such students may form their own opinions upon many interesting questions involved in this historical subject, many of the more important documents and reports are given in full instead of giving the substance of them. It was also believed that added interest would be given to the treatment of the subject if this historical review were visualized by including pictures of the persons who contributed to the building and development of these institutions and to their establishment on the sound basis on which they now rest.

Many of the earlier institutions in which the teachers of the schools of the State were trained have been destroyed. As the years go by, less and less will be known of the history of such institutions. So far as possible, in the limited time available for the preparation of this review, pictures of these institutions have been obtained and are included herein.

It has not been possible, in dealing with a subject so comprehensive and of such absorbing interest, to include all documents relating to the subject or all phases of the question in which many are deeply interested. It will undoubtedly be discovered that incidents of unusual interest relating to the history of the development

of these institutions have been inadvertently omitted. This document, even though prepared in a very limited time, will undoubtedly stimulate general interest among those who have been associated in this field of educational activity and will thereby be the means of bringing together other important literature on the subject which may have proper consideration in a future report.

In the preparation of this volume, the following subjects have been considered:

The report of the committee appointed by Governor Tompkins
Society of Associated Teachers

The Lancasterian schools

Training classes

Normal schools

Teachers institutes

City training schools

Training of teachers in colleges and universities

Examination and certification of teachers

The historical sketches of normal schools, city training schools, and of the training of teachers in colleges and universities were prepared by a member of the faculty of each of such institutions. Mr C. W. Bardeen, editor of the School Bulletin, has supplied data and many photographs and Dr Sherman Williams, chief of the School Libraries Division of this Department, has rendered valuable assistance. Many others have supplied information which could not have been otherwise obtained. Appreciation of the value of this great service is hereby acknowledged.

ACTION OF COMMITTEE APPOINTED BY GOVERNOR TOMPKINS

The importance of providing qualified teachers for a system of public schools was recognized by the committee appointed by Governor Tompkins in 1811 to formulate a plan for the organization and establishment of common schools, as shown by the following extract taken from the report of that committee which was submitted to the Legislature of 1812:

As to the particular mode of instruction best calculated to communicate to the young mind the greatest quantity of useful knowledge, in a given time, and with the least expense, the commissioners beg leave to observe, that there are a variety of new methods lately adopted, in various parts of Europe, of imparting instruction to youth, some of which methods have been partially introduced into the United States. The Lancasterian plan, as it is called, which has lately been introduced into some of the large towns of the United States, merits the serious consideration of the Legislature. As an expeditious and cheap mode of instructing a large number of scholars, it stands unrivalled. And the subjoined certificates of the trustees of the New-York Free-School, together with those of divers tutors, carry with them the evidence of its vast utility and success. The commissioners, therefore, recommend that a number of Lancaster's books, containing an account of his mode of teaching, &c. be printed, by order of the Legislature, and distributed among the several towns in this State with the annexed certificates of recommendation.

The Legislature will perceive, in the system contained in the bill submitted to their consideration, that the commissioners are deeply impressed with the importance of admitting, under the contemplated plan, such teachers only, as are duly qualified. The respectability of every school must necessarily depend on the character of the master. To entitle a teacher to assume the control of a school, he should be endowed with the requisite literary qualifications not only, but with unimpeachable character. He should also be a man of patient and mild temperament. "A perceptor," says Rousseau, "is invested with the rights and takes upon himself the obligations of both father and mother." And Quintilian tells us "that to the requisite literary and moral endowments, he must add the benevolent disposition of a parent."

To enable a teacher to perform the trust reposed in him, the above qualifications are indispensable. When we consider the tender age at which children are sent to school; the length of time they pass under the direction of the teachers; when we consider that their little minds are to be diverted from their natural propensities, to the artificial acquisition of knowledge; that they are to be prepared for the reception of great moral and religious truths; to be inspired with a love of virtue and a detestation of vice; we will forcibly perceive the absolute necessity of the above qualifications in the master. As an impediment to bad men getting into the schools, as teachers, it is made the duty of the town inspectors strictly to inquire into the moral and literary qualifications of those who may be candidates for the place of teacher. And it is hoped that this precaution aided by that desire which generally prevails of employing good men only will render it unnecessary to resort to any other measure.

SOCIETY OF ASSOCIATED TEACHERS

In the year 1794 the Society of Associated Teachers was organized in the city of New York. In an address delivered before the New York State Teachers Association in 1890, Andrew S. Draper, at that time State Superintendent of Public Instruction, spoke of this society in the following language:

In the custody of the State Library, at Albany, in company with the original André papers, the original copy of President Lincoln's Emancipation Proclamation, the original of Washington's Farewell Address, there is a manuscript volume of more interest to us than any of them. It is the original minutes of the first permanent or continuing teachers association in America. It was an association of schoolmasters, organized in New York City in May 1794. The minutes are neatly and correctly kept, and indicate that any one of the secretaries would have been able to pass the state examination, if they had had such mechanical contrivances for testing the qualifications of teachers in those days. The journal shows that meetings were held with much regularity at least till 1807. The first meeting was held May 15, 1794, at the schoolroom of "Citizen, Gad Ely." The first resolution adopted after agreeing to organize, was one "that the person filling the chair for the time being, be authorized to call to order any member when necessary." The fact that this precaution was deemed necessary will at once put us on terms of easy fellowship with these early teachers. John Wood was chosen chairman, and John Winchell secretary. Fifteen persons were present at the first meeting. Opposite nearly every name in the list, some hand has written the words "since dead." It was essentially a secret society. It may seem superfluous, therefore, to state the related fact that no ladies were admitted. Members were elected by ballot, requiring a three-fourths vote to elect, and were received into membership by an initiatory ceremony. The admission fee was one dollar. Meetings were held in the schoolrooms or at the residences of the members, and ordinarily about every week. From the twenty-first of March to the twenty-first of September, the association met at 8 o'clock and adjourned at 10, and from the twenty-first of September to the twenty-first of March, it met at 7 o'clock and adjourned at 9 o'clock. The time of meeting suggests early hours and regular habits in somewhat striking contrast with those observed by their successors in office. Six shillings were paid to the secretary that he might purchase a record book, and he secured a good one, bound in leather, every page of which is water-lined with an English coat-of-arms, and the letters "G. R." in remembrance of the fact that one of the Georges was king. On July 21, 1794, the common council granted the association the right to meet in the common council chamber "at such time as the same shall not be occupied by the public on business or by the Society for the Promotion of Christian Knowledge, the Medical Society, or the St Cecelia's Society." With the assurance of a veteran, the infant at once drew on the St Cecelia's Society to change its night of meeting for the better convenience of the schoolmasters association. The officers were a president, secretary and steward. They served for three months, were required to

take an obligation or pledge to perform faithfully the duties of the several offices, and the president and secretary were fined twenty-five cents, and the steward eighteen and one-half cents for each absence, unless excused.

But with all these incidental matters which inspire a smile, this association did substantial work. Its proceedings were of practical interest and importance. The association assumed to act as a breakwater against incompetency in the schools. A committee of seven was appointed to examine persons wishing to teach, and such as they found worthy, they certified to be so. It is to be hoped that they did not forget that they were once young and inexperienced themselves. The association also examined and recommended as textbooks, and evidently compelled such textbook publishers as there were to treat the society with proper and becoming respect. The City Library conferred upon the association one membership right in that institution, and a "reader" was appointed to examine the books and report any information he might receive, for the good of the society. When any student was so disorderly as to oblige the master to expel him, the facts of the case were reported for the information of all. The association assisted its members in collecting tuition fees from slow patrons. Among the subjects considered, the following are observed, namely: "Is silent study or studying aloud most conducive to the improvement of scholars?" "Whether a systematical method of teaching penmanship is more eligible than such methods as are commonly pursued?" "Whether the practice of good flagellations by the tutor is advantageous to the good regulation of a school?" "Whether it is better to subject the passions to reason or root them out?" "Ought any religion further than morality be inculcated in the schools?" "Whether an indolent person of great abilities or one of inferior talents and assiduity makes the best teacher?" "Is the same mode of education equally applicable to the male and female sex?"

They decided that a "theater, under the usual regulations, was not unfavorable to morals;" and that "the present situation of affairs was unfavorable to matrimony;" that "it would not be good policy to manumit slaves in America immediately," and the association seems to have gone to pieces in trying to decide whether "the mental powers of the aborigines of North America were equal to those of the Europeans."

These reminiscences of this, the earliest of teachers associations, might be continued almost indefinitely. But so much must suffice for the present. It was a primitive organization, but it shows a devotion to their calling on the part of these old teachers. With steadfast earnestness they continued for thirteen years at least, to maintain a teachers association for mutual improvement, and the advancement of their schools. They had no precedents to guide them, no successes and failures to light their path. They did not copy; they originated. History has not yet done them justice, but it may not always be so. The State Teachers Association may well stand with uncovered head, while it respects and honors their memory.

Doctor Draper was deeply interested in the history of New York State and he was gratified to have in the possession of the State rare historical documents. When he resigned as president of the University of Illinois and returned to his native State to assume

the duties of Commissioner of Education, he remembered that such precious documents as the original André papers, the original copy of Lincoln's Emancipation Proclamation and the original copy of Washington's Farewell Address were in the State Library and that they would probably be destroyed in case of fire. He therefore caused these documents to be brought to his private office and placed in a fireproof safe. Evidently he did not recall at the time that the manuscript volume of the original minutes of the Society of Associated Teachers of New York City was also in the State Library. Had he thought of this volume, he would undoubtedly have placed it in the safe with the other valuable manuscripts which he placed there for protection, in view of the estimate which he placed upon this volume in the address above named.

Had it not been for Doctor Draper's forethought, the original historical documents of André, Lincoln and Washington would undoubtedly have been destroyed at the time of the Capitol fire in 1911. The manuscript volume of the minutes of the Society of Associated Teachers passed through that fire. It was believed at first that this volume was destroyed, but it was later recovered from the debris, and has been repaired and put in proper condition to be preserved. The margins of the manuscript have been badly burned but the contents have been preserved. The fact that these manuscripts were rescued from this notable fire makes this ancient document of even greater interest than if it had not passed through such fire. A sample page has been photographed to show the condition of this manuscript and is reproduced in this report.

The complete copy of the proceedings of this association was included in the annual report of the State Superintendent of Public Instruction in 1891, so that it may be permanently preserved and made accessible to the students of public education in this country.

This Society of Associated Teachers was discontinued about the time that the Society of Teachers of the City of New York was incorporated by the Legislature. The writer of this report has not been able, in the limited time at his disposal for research, to ascertain whether those who incorporated the Society of Teachers were identified with the original organization known as the Society of Associated Teachers at the time of its discontinuance. However, since the Society of Teachers was incorporated at about the time that the Society of Associated Teachers was discontinued and since the objects and purposes of the incorporated society were similar to those of the original organization, it would appear as if those identified with the original society were instrumental in having such

society incorporated by the Legislature under a slightly modified name for the purpose of making it a more enduring organization and giving it the legal status to conduct the business of a corporation. Some student of educational history in this State may take the time to make an examination for the purpose of ascertaining whether or not this is the fact. A petition for the establishment of such society was forwarded to DeWitt Clinton by George Ironside. Clinton introduced the bill in the Senate March 4, 1811. The following is the act incorporating the Society of Teachers of the City of New York:

CHAP. CLV

AN ACT to incorporate the Society of Teachers of the city of New York, for benevolent and literary purposes.

Passed April 4th, 1811

Whereas, A number of the teachers of the city and county of New York have formed themselves into a society or association for the relief and benefit of decayed teachers and their families, the widows and children of deceased teachers, and for the discussion of literary subjects and the promotion of science among the members of the society, under the name and title of "The Society of Teachers of the City of New York for Benevolent and Literary Purposes;" and the said society have, by their petition presented to the Legislature, prayed to be incorporated. And whereas the views of the said petitioners appear to be laudable and worthy of legislative patronage and assistance: Therefore,

I Be it enacted by the People of the State of New York, represented in Senate and Assembly, That such persons as now are or hereafter may become members of the aforesaid society or association, shall be and hereby are ordained, constituted and appointed a body corporate and politic, in fact and in name, by the name and style of "The Society of Teachers of the City of New York for Benevolent and Literary Purposes," and that by that name they and their successors shall and may have succession, and shall be in law capable of suing and being sued, pleading and being impleaded, defending and being defended in all courts and places whatsoever, in all manner of action and actions, suits, matters, complaints and causes whatsoever; and that they and their successors may have and use a common seal, and may change and alter the same at their pleasure; and that they and their successors, by the name and style of "The Society of Teachers of the City of New York for Benevolent and Literary Purposes," shall be capable in law of purchasing, holding and conveying any real or personal estate for the use of the said incorporation: *Provided*, That the value of such real and personal estate shall not exceed at any time the sum of two thousand dollars per annum.

II And be it further enacted, That for the better carrying into effect the objects of the said corporation, there shall be a standing committee consisting of seven members, whereof the president, vice president, treasurer and secretary of the society shall always be a part, who shall hold their offices

for one year, or until others shall be elected in their room; and such elections shall be held at such times and places as the said corporation shall by by-laws from time to time appoint and direct, and that all the aforesaid officers shall be elected by ballot, by a majority of the members present at such election; and that in case any vacancy or vacancies shall happen in any of the said offices by death, resignation or otherwise, such vacancy or vacancies shall and may be filled up for the remainder of the year in which they shall respectively happen by a special election for that purpose, to be held in the same manner as the said annual elections, at such times and places as shall be appointed by the by-laws of the said corporation.

III *And be it further enacted*, That Andrew Smith shall be the first president, George Ironside the first vice president, Edward Shepherd the first treasurer, William Gray the first secretary, William Payne, Albert Picket and Isaac Grimshaw the first assistants, forming the first standing committee, to hold their offices respectively for one year, or until others shall be duly elected in their room.

IV *And be it further enacted*, That the said corporation or their successors, shall have power from time to time to make and establish by-laws, and to alter and amend the same as they from time to time shall judge proper, for appointing the times and places of electing officers, for the admission of new members of the said corporation, and the terms, conditions and manner of such admission, and the amount of the sums which each member shall contribute to the funds of the corporation, and the time and manner of paying the same; and also for the management, disposition and application of the property, estate, effects and funds of the said corporation for the purpose of carrying into effect the objects thereof, and for fixing the times and places of the meetings of the said corporation for the discussion of literary subjects, and other purposes, for determining the nature of, and making by-laws for their library, for the manner of conducting the proceedings of their meetings, and touching the duties and conduct of the officers of the corporation, and for imposing penalties for breaking or violating any of the by-laws, and also such other matters as appertain to the business and purposes for which the said corporation is by this act constituted, and for no other purposes whatsoever: *Provided always*, That such by-laws, and the penalties imposed for violating them, be not repugnant to the constitution and laws of the United States or of this State.

V *And be it further enacted*, That when any member of the said corporation shall violate and break any of the by-laws so made as aforesaid, or shall become liable to any penalty imposed by any of the said by-laws, and shall neglect or refuse to pay the same, it shall and may be lawful in every such case for the said corporation to expel such member from the said corporation: *Provided always*, That no member shall be expelled otherwise than by the votes of at least three-fourths of all the members present at one of the stated meetings of the said corporation.

VI *And be it further enacted*, That every member expelled from the said corporation in the manner prescribed in the preceding section, shall thereafter be prevented from having or receiving any benefit, emolument or advantage whatsoever from the funds, property or estate of the said corporation, and that all payments and advances made by such member to the funds of the said corporation shall be forfeited to the same.

VII *And be it further enacted*, That this act shall be and remain in full force and virtue for the term of fifteen years, and no longer: *Provided nevertheless*, That in case the aforesaid society shall at any time divert from or appropriate their or any part of their funds to any purpose or purposes whatsoever other than those intended and contemplated by this act, and shall thereof be convicted by due course of law, that thenceforth the said corporation shall cease, and the estate, real and personal, whereof it may then be seized and possessed, shall vest in the people of this State: *And provided further*, That nothing herein contained shall be construed to prevent the Legislature at any time, in their discretion, within the period aforesaid, from altering or repealing this act.

VIII *And be it further enacted*, That this act is hereby declared to be a public act, and that the same be construed in all courts and places favorably and benignly for every beneficial purpose therein contained.

THE LANCASTERIAN SCHOOLS

By chapter 108, Laws of 1805, a corporate organization was established, of which DeWitt Clinton was one of the prime movers, known as "a society for establishing a free school in the city of New York for the education of such poor children as do not belong to or are not provided for by any religious society."

In the annual report of that society for the year 1814 there is the following statement: "From the commencement of the society it has been an object of great interest to train up young men for the office of teachers in similar institutions. The realization of their wishes in this respect is in part accomplished."

Mr Edward A. Fitzpatrick in his admirable work on the "Educational Views and Influence of DeWitt Clinton" makes the following statement in relation to the activities of this organization in the training of teachers: "A youth educated in the Chatham Street School was at this time superintending a similar school in New Brunswick, N. J. and an application had come to fill the vacancy in Newburgh, N. Y."

That this society was deeply interested in the training of teachers is evidenced by the account found in its reports of the work which the Lancastrian system was doing in developing teachers for the common schools. In the report of this society for 1819, the following statement on this subject is found:

With a deep solicitude for diffusing the means of education among the poor and for the general extension of the Lancastrian system throughout the country the trustees invite all those persons who are desirous of obtaining a knowledge of this method of instruction to repair to the schools under their charge, where in the space of six or eight weeks a competent knowledge of the Lancastrian method of instruction can be obtained without fee or reward.

The Lancastrian system of schools was introduced into this country about the middle of the first decade of the nineteenth century. It spread rapidly over the northern and eastern part of the country and flourished for about twenty years.

The most distinctive feature of the system was the employment of monitors. This enabled one teacher to direct the instruction of five hundred or more pupils. The monitors were promising pupils of the higher classes who were appointed to instruct the pupils in the lower classes. They were usually given their own instruction

in return for their teaching. In some cases they were given a small sum of money, usually not more than a shilling a week. In a few cases the monitors received their board and clothes in return for their services.

The strongest feature that the system had to recommend it was its cheapness, though in some cases it led to very systematic work on the part of both teachers and pupils, and in many instances very great enthusiasm was aroused, which in itself was of considerable value. The interest in the system was so great that many private schools where tuition was charged made use of it. The school was divided into classes of ten or fifteen pupils each, with a monitor over each group. Often there was only one regular teacher, who was paid a salary, in a school of 500 pupils. Reading, writing, spelling and arithmetic were the principal subjects taught.

Joseph Lancaster, the founder of the Lancasterian system of schools, was born in London in 1778, the son of very poor parents. He was a man possessing a philanthropic spirit and began teaching before he was twenty years of age. He charged a very small tuition but no pupil was turned away because of his inability to pay tuition. He soon had more than a thousand pupils, but was too poor, and his income was too small to enable him to employ teachers so he used a modification and improvement of the monitorial system of Dr Andrew Bell. This system had its origin in the plans followed in the missionary schools at Madras, India.

Lancaster had many qualities that would naturally lead to success. He was zealous, confident, ingenious, loved children, and was wonderfully successful in controlling them. He was not a man of liberal education, but possessed unusual native ability and was profoundly interested in his work. He was a great organizer, to which fact his success was largely due. His organization concerned itself with the minutest particulars. He made extended use of mottoes, some of which have come down to us, as "A place for everything and everything in its place," "Let every child at every moment have something to do and a motive for doing it."

In the Lancasterian schools sand tables were provided on which beginners were taught to form letters. There were boards hanging on the walls of the rooms on which were written the large and the small letters of the alphabet, and others on which were pasted the reading, spelling and arithmetic lessons.

Lancaster from time to time announced certain principles. He declared that the education of the poor was a national obligation:

that education ought not to be made subservient to the propagation of the tenets of any sect, beyond its own numbers. He was opposed to coercion of any kind. He claimed that the principal evils in schools were poor teachers, their poverty, and their lack of system and stimulus in teaching, and also the lack of any standard of method.

Lancaster's ideas were very popular in England, Holland and Germany. He quarrelled with his patrons and came to America where he lectured with great success. His ideas were generally accepted through the northern and eastern part of the United States and later in Mexico and South America. So many young men who followed Lancaster's methods were successful that many came to regard the system as being solely responsible for success, but so many unfit men took up the calling of teaching that the system ultimately fell into disrepute. Of course, this was not the sole cause of failure. The system was inherently faulty in many respects, and failure was sure to come in time.

About the beginning of the nineteenth century there were so many children who were receiving no schooling that men of foresight became deeply concerned, and what was known as the Public School Society of New York City was organized in 1805 to provide for the education of such poor children as were not members of any religious society and therefore not entitled to attend any of the charity schools of the city.

It was a great and serious problem to provide for the education of this class of children, whose number was constantly increasing, with the limited means available for the purpose. The Lancasterian methods appealed to the members of this society, partly no doubt on account of its novelty, but chiefly because of its economical features. This society appointed a committee to examine and report upon the new system. The report was favorable and it was determined to apply to the Legislature for a charter, which was granted April 9, 1805. This may be considered as the real beginning of the free school system of New York City.

The society, incorporated to establish a free school for the education of poor children who did not belong to any religious body, and who were not cared for by some such society, found after investigation that they had undertaken a great task, and were without funds to erect a suitable building and employ necessary teachers. However, one of their number had been to England, met Lancaster, seen his system in operation, and was favorably

impressed with it. After due discussion the trustees decided to adopt the Lancasterian system. Their first school was opened May 6, 1806, in a small apartment in Bancker street (now Madison, near Pearl).

Appeals for money were made. The public subscribed \$5648 which was quite insufficient. An appeal was then made to the Legislature, which body responded by making an appropriation of \$4000 for the erection of a building, and \$1000 a year thereafter to aid the projects of the society. This was still an insufficient sum, so an appeal was made to the city authorities who granted the use of a building adjoining the almshouse, and authorized an expenditure of \$500 for putting the building in proper repair. The school was removed to this building May 1, 1807. This building also soon proved inadequate and the city granted a new site and \$1500 toward a new building.

In 1809 the Free School Society erected on Tryon Row, fronting on Chatham street, a brick building 40 feet by 120, two stories in height. The first floor contained apartments for the family of the teacher, a room for the meetings of the society, and accommodations for 150 pupils. The second floor contained one room and would accommodate 500 pupils.

The first teacher employed by the Free School Society of New York was William Smith who probably learned the Lancasterian system in England.

Other schools were thereafter established by the society. These were wholly undenominational but one afternoon each week was devoted to religious instruction of pupils by some one of the same denomination as those instructed. In 1815 the numbers who attended upon religious instruction represented various denominations in the following numbers: Presbyterians, 365; Methodists, 173; Episcopalians, 159; Baptists, 144; Roman Catholics, 57; Dutch Church, 33. Doubtless these figures throw some light on the extent to which the various denominations instructed their own members, or the children of their members. Sunday mornings the pupils met at school and under the control of monitors attended their own chosen place of worship.

The influence of the action of the Free School Society of New York City led to the spread of the Lancasterian system to other cities and villages of the State and to other states as well. From 1806 the schools of the Free School Society of New York were

organized and maintained throughout the city and shared in the State school fund till 1823 at which time they were educating about 25,000 pupils a year, and had expended over \$3,500,000. While we may now wonder why such a system should have been nearly universally approved, we may be sure that under the conditions prevailing it accomplished great results. Were this not the case the society would not have been championed by the foremost and ablest citizens of the State.

Lancaster came to the city of New York in the fall of 1818. He was received with honor, welcomed by the recorder of the city, the mayor and the Governor of the State. Governor Clinton invited him to Albany and introduced him to many of the prominent men of the State. He then went to Philadelphia where the officials of the city vied with each other in showing him attention. From Philadelphia he went to Washington where the House of Representatives passed the following resolution: "That Joseph Lancaster, the friend of man, be admitted to a seat within the hall."

At an earlier date Clinton said:

When I perceive that many boys in our schools have been taught to read and write in two months, who did not before know the alphabet, and that one has accomplished it in three weeks—when I view all the bearings and tendencies of the system—when I contemplate the habits of order which it forms, the spirit of emulation which it exerts—the rapid improvement it produces—the purity of morals it inculcates—when I behold the extraordinary union of celerity in instruction and economy of expense—and when I perceive one great assembly of a thousand children, under the eye of a single teacher marching with unexampled rapidity and with perfect discipline to the goal of knowledge, I confess that I recognize in Lancaster the benefactor of the human race. I consider his system as creating a new era in education, as a blessing sent down from heaven to redeem the poor and distressed of this world from the power and dominion of ignorance.

Governor Clinton, in his message to the Legislature in 1818, wrote:

Having participated in the first great establishment of the Lancasterian system in this country, having carefully observed its progress and witnessed its benefits, I can confidently recommend it as an invaluable improvement which by a wonderful combination of economy in expense and rapidity of instruction, has created a new era in education. And I am desirous that all our common schools should be supplied with teachers of this description.

In 1828, only about a month before his death, Governor Clinton recommended the enactment of a "law authorizing the supervisors

of each county to raise a sum not exceeding \$2000, provided the same sum is subscribed by individuals, for the erection of a suitable edifice for a monitorial high school in the county town."

For many years the Lancasterian system was used in almost every city and many of the larger towns of the State, as well as in many of the better class of private schools in which tuition was charged.

In 1812 the Albany Lancaster School Society was established. The charter was amended in 1815, and it became a city institution.

In 1817 the Catskill Lancaster School Society was organized. The law establishing it was repealed in 1830. In a similar way Lancasterian schools were organized in Hudson, Lansingburg, Poughkeepsie, Schenectady and other places.

TRAINING CLASSES

The necessity of providing suitable means for the training of teachers for the public schools of the State had become an important question. The foremost men of the day were giving it special consideration. The Regents of the University had manifested great interest in this subject and the academies which had been organized by that body in different parts of the State, and which were under its general supervision, had commenced to train teachers for the common schools even before provision had been made for such service under legislative enactment. The report of the Regents to the Legislature in 1821 contained the announcement that the academies were then training teachers for the common schools and expressed the opinion that the schools of the State must look to these institutions for their supply of teachers. Again, in the annual report of the Regents for 1823 we find the direct statement from that body that because of the distribution of public funds under its direction to the academies subject to its supervision, such action "ensures a supply of competent teachers for the common schools."

The question had been presented directly to the Legislature—Shall the State establish separate institutions whose special function shall be the training of teachers, or shall the academies which have already been established in various parts of the State and such colleges as are in existence be utilized for the special service of training teachers for the common schools? Each of these proposed plans had its earnest supporters among the educational leaders of the State and the leading men of the Legislature. It was natural that the friends of the academies which had already been organized should advocate that these institutions should perform the additional service of training teachers, as such action would strengthen the academies and make them more secure. The soundness of this argument was supported by the fact that many of the pupils who attended the academies did become teachers. The prevailing opinion, therefore, was that these institutions, through specially directed efforts, could be made effective and satisfactory agents for the training of teachers.

In 1827 the Legislature, in order to promote the education of teachers, increased the literature fund which was apportioned to academies. The title of this bill was "An act to provide permanent funds for the annual appropriation to common schools, to increase the literature fund, and to promote the education of teachers."

This title infers that the act itself contained some specific provision for the education of teachers. The fact that the academies had commenced to train teachers and that many of the teachers employed in the schools had been educated in the academies undoubtedly induced the legislative committee which had the matter in charge to increase this appropriation. The report of the committee, showing this to be the reason for the increase of the fund, contains the following: "to promote the education of young men in those studies which will prepare them for the business of instruction which it is hoped may be accomplished to some extent by offering inducements to the trustees of academies to educate pupils of that description . . . Competent teachers of common schools, must be provided; the academies of the State furnish the means of making that provision."

This was the first appropriation made, I believe, by any Legislature in this country for the training of teachers. The special training of teachers, therefore, which had been voluntarily undertaken by the academies as early as 1821, if not earlier, was given statutory recognition and financial support in 1827.

A subject of such vital importance to the public school system as the training of its teachers could not possibly escape the official pen of such a vigilant propagandist of public education as DeWitt Clinton. He gave the subject attention in his messages from 1818 until 1826, when he specifically recommended the organization of separate professional institutions under the name of "seminaries for the education of teachers." There was no greater advocate of the establishment of adequate institutions for the training of teachers than Governor Clinton. While he had been an enthusiastic supporter of the movement to develop a system of Lancasterian schools, his comprehensive grasp of all public affairs undoubtedly enabled him to recognize the inadequacy of the Lancasterian system of schools and to see that more specific effort would be required to accomplish an achievement of such vital importance to public education as the training of teachers. His recommendation for the establishment of separate institutions to train teachers contained in his message to the Legislature in 1826 is as follows:

Our system of instruction, with all its numerous benefits, is still, however, susceptible of great improvement. Ten years of the life of a child may now be spent in a common school. In two years the elements of instruction may be acquired, and the remaining eight years must either be spent in repetition or in idleness, unless the teachers of common schools are competent to instruct in the higher branches of knowledge. The outlines of geography,

algebra, mineralogy, agricultural chemistry, mechanical philosophy, surveying, geometry, astronomy, political economy, and ethics, might be communicated in that period of time by able preceptors, without essential interference with the calls of domestic industry. The vocation of a teacher, in its influence on the characters and destinies of the rising and all future generations, has either not been sufficiently understood or duly estimated. It is or ought to be ranked among the learned professions. With a full admission of the merits of several who now officiate in that capacity, still it must be conceded that the information of many of the instructors of our common schools does not extend beyond rudimental education; that our expanding population requires constant accessions to their numbers, and that to realize these views, it is necessary that some new plan for obtaining able teachers, should be devised; I therefore recommend a seminary for the education of teachers in the monitorial system of instruction, and in those useful branches of knowledge which are proper to engraft on elementary attainments. A compliance with this recommendation will have the most benign influence on individual happiness and social prosperity. To break down the barriers which poverty has erected against the acquisition and dispensation of knowledge, is to restore the just equilibrium of society, and to perform a duty of indispensable and paramount obligation. And under this impression, I also recommend that provision be made for the gratuitous education in our superior seminaries of indigent, talented and meritorious youth.

This part of his message was considered by the committee on literature in the Senate, to which it was referred, and Senator John C. Spencer, chairman of that committee, presented the following report on February 4, 1826:

Mr Spencer, from the Senate committee on literature, to whom was referred so much of the message of the Governor as relates to the adoption of some plan to obtain able teachers of common schools, and to the common school system generally, reported as follows on February 4, 1826:

The committee concur entirely in the sentiments expressed by the Governor, in relation to the importance of the vocation of a teacher, and to the propriety of occupying the time of the young in the higher branches of knowledge. The progress of improvement in the great business of education must necessarily be slow and gradual. Our common school system is itself but of recent origin; and during the few years in which it has been in operation, incalculable good has been effected, particularly in causing the establishment of schools where none existed before, and where none would have existed but for its provisions. We can not expect to make it at once perfect, but must content ourselves with providing remedies for the most obvious and important defects as they are discovered. From the observation of the committee, and from the best information they can obtain, they are persuaded that the greatest evils now existing in the system, are the want of competent teachers, and the indisposition of the trustees of districts to incur the expense of employing those who are competent when they can be obtained. It is a lamentable fact that from a mistaken economy, the cheapest teachers, whether male or female, and generally the latter, are employed in many

districts for three-fourths of the year, and a competent instructor is provided for only one quarter, and sometimes not at all during the year. The State is thus made to contribute almost wholly to the support of teachers. This is a perversion of the public bounty; and its effect on the children who ought to be provided with the means of instruction during the whole year, is most disastrous. For those above five or six years old are thus excluded from school three-fourths of their time, which must be spent in mental idleness; and thus the most precious time for education is utterly thrown away. The present arrangement of the authority to license and employ teachers contributes to this result. Teachers are licensed by town inspectors, themselves generally and necessarily incompetent to determine upon the qualifications of candidates, and willing to sanction such as the trustees feel able or disposed to employ. This is essentially wrong, and the state which contributes so large a portion of the compensation for the teacher, has a right to direct its application in such a way as to effect the object of procuring useful instruction. The remedy must be found in the organization of some local board, vested with the authority of licensing teachers and of revoking the license, and charged with a general superintendence of the schools within the prescribed limits. The division of the State into counties affords a convenient distribution of territory for these purposes. And if it be made a condition of receiving the public donation, that teachers thus authorized shall have been employed for a portion of the year, it is believed that the sure and inevitable consequence would be the employment of instructors much more competent than the average of the present teachers. In those counties where the population is small and scattered, the standard of competency will necessarily be low; but it will advance with the means of the districts and with the prosperity and intelligence of the counties. In other counties where candidates were more numerous, the qualifications would be higher. Thus teaching would become emphatically a profession; men would devote themselves to it as the means of livelihood, and would prepare themselves accordingly. Their character would advance, and with it their usefulness and the respect of their fellow citizens. Such is an outline of the first efforts which, in the opinion of the committee, should be made to obtain able teachers.

The next object is to provide the means of qualifying the necessary number of teachers. By the report of the superintendent of common schools made in January 1825, it appears that there then were in this State 7642 school districts. That then is the number of teachers now required, the best evidence that can be adduced to show that there must always be a sufficient demand for those who are qualified. It is obvious that the suggestion of the Governor in his message, respecting the establishment of an institution expressly for the purpose of educating teachers, will not answer the exigencies of the case. It is entitled to much weight, however, as a means, in conjunction with others, to effect the object. But in the view which the committee have taken, our great reliance for nurseries of teachers must be placed on our colleges and academies. If they do not answer this purpose, they can be of very little use. That they have not hitherto been more extensively useful in that respect, is owing to inherent defects in the system of studies pursued there. When the heads of our colleges are apprised of the great want of teachers, which it is so completely

in their power to relieve if not supply, it is but reasonable to expect that they will adopt a system by which young men whose pursuits do not require a knowledge of classics, may avail themselves of the talent and instruction in those institutions suited to their wants, without being compelled also to receive that which they do not want, and for which they have neither time nor money.

Our academies also have failed to supply the want of teachers to the extent which was within their power, although it is acknowledged that in this respect they have been eminently useful. But instead of being incited to such efforts, they are rather restrained by the regulations adopted by the Regents of the University, for the distribution of the literary fund placed at their disposal. The income of that fund is divided among the academies in proportion to the number of classical students in each, without reference to those who are pursuing the highest and most useful branches of an English course. With such encouragement, how could it be expected of trustees of academies, that they should prefer a pupil disposed to study the elements of Euclid, surveying or belles-lettres, to a boy who would commit the Latin grammar, while the latter would entitle them to a bounty which was refused to the former? The committee are not disposed to censure the Regents; they have merely followed the fashion of the times, and it is believed that they are themselves alive to the importance of extending the usefulness of the institutions under their care, by adapting them more to the wants of the country and the spirit of the age. But if they should not be willing to extend the benefits of the fund under their control, beyond classical students, still it will be in the power of the Legislature, and within the means of the State, to appropriate a capital sum that will yield a sufficient income to compensate for this inequality, and to place the English student on the same footing with the others, and thus make it the interest of academies to instruct them. And if this bounty be distributed in reference to the number of persons instructed at an academy, who shall have been licensed as teachers of common schools by the proper board, it is believed the object of obtaining able instructors will soon be accomplished.

The committee have not been able to discover why, upon every principle of justice and of public policy, seminaries for the education of females in the higher branches of knowledge, should not participate equally with those for the instruction of males, in the public bounty.

In connection with these, the committee admit that the establishment of a separate institution for the sole purpose of preparing teachers, would be a most valuable auxiliary, especially if they were to be prepared to teach on the monitorial plan. They hesitate to recommend its adoption now, chiefly because the other measures which they intend to submit, and which they conceive to be more immediately necessary, will involve as much expense as ought now to be incurred. But they fondly anticipate the time when the means of the State will be commensurate with the public spirit of its Legislature, and when such an institution will be founded on a scale equal to our wants and our resources.

In 1828, the Board of Regents, in its annual report, said:

The academies . . . have become, in the opinion of the Regents, what it has always been desirable they should be, fit *seminaries* for imparting

instruction in the higher branches of English education, and especially for qualifying teachers of common schools.

This report shows that the Regents desired to obtain the co-operation of Governor Clinton in having academies designated to train teachers. Governor Clinton had recommended that seminaries should be established for the training of teachers and the Board of Regents, in its report, uses the same terminology as that used by Governor Clinton in the designation of the institutions which should be created to train teachers.

The Board of Regents, in its annual report for 1829, said:

It is impossible to calculate the amount of good which must result from the general diffusion of knowledge produced by their operations; especially when it is considered that many of the pupils educated in the academies are intending themselves to become instructors of youth in the common schools. The benefits heretofore anticipated in this respect are beginning to be realized; the academies are annually sending forth well-instructed teachers; and there is every reason to hope for a gradual but constant improvement in the means of general education.

In 1831, the Honorable Azariah C. Flagg, State Superintendent of Common Schools, said in his annual report:

The establishment of a seminary for the special education of teachers has been a favorite plan with those who have turned their attention to the improvement of common schools in this as well as in other states; and Governor Clinton recommended such a seminary in his message to the Legislature, in 1827.

The committee on literature, in the Senate, to whom this subject was referred, in a report made to that body, in 1827 (Senate Journals, p. 226), came to the conclusion that the academies may be made to answer the purpose of seminaries for the preparation of teachers for the common schools. To aid in the accomplishment of this object the act of April 13, 1827, was passed, entitled "An act to provide permanent funds for the annual appropriation to common schools, to increase the literature fund, and to promote the education of teachers."

This law appropriated 150,000 dollars to aid the academies, and 133,616 dollars to aid the common schools; making the total sum of 283,616 dollars, taken from the general funds of the State, and applied to the academies and common schools, in that year.

The Regents of the University have not been unmindful of the obligation which rested upon them, in consequence of this liberal appropriation to the literature fund; and their annual report of 1828 encourages the belief that the seminaries which participate in the literature fund, will in some measure become nurseries of teachers for the common schools.

In 1830, the sum of ten thousand dollars, arising from the literature fund, was apportioned to fifty-five academies, which reported more than two thousand students pursuing classical studies, or the higher branches of an English education.

The paper marked F, which exhibits the number of academies and their location, the number of scholars, and the money apportioned to each school as well as their classification in the several districts, is extracted from the appendix to Mr Butler's Discourse before the Albany Institute. This schedule shows that there is a number equal to seven seminaries, in each senate district, which are capable of fitting teachers for the common schools. These seminaries have already received, from the funds of the State, in grants of money, of land, and in the revenue of the literature fund, the sum of 169,716 dollars, and are now receiving annually the revenue (\$10,000) of a capital of 256,000 dollars.

What more ready or practicable plan can be offered, than to convert these numerous academies, equal in number to the counties in the State, into seminaries for training teachers? The State has done much for these schools, and something in aid of the cause of the common schools may reasonably be expected from them. And if the required information, to fit a person for teaching, can be obtained in the present institutions, sound policy and good economy are in favor of relying upon them for the training of teachers. There is already invested in real estate, buildings, libraries, and philosophical apparatus, an amount of more than 400,000 dollars in the incorporated academies, which are subject to the visitation of the Regents of the University. The teachers of these academies are represented by the Regents as well qualified to discharge the duties of their stations. Is it not feasible, as well as desirable, to make these seminaries the nurseries for teachers? The Regents are desirous that it should be so, and the instructors of the academies are not only willing but able, to discharge their duty in the premises. They are generally persons of good talents, of experience in the business of teaching; and they are the very persons from whose ranks the professors of a state institution would be selected, if one was established. Can they not be made equally, if not more, useful in their present situations?

It is urged, however, that very few of those educated at the colleges or academies, engage as teachers of the common schools, and that there is a very great deficiency in the number of those who are properly qualified. This state of things is conceded, and the important question arises, Why is it so? Is not the principal cause to be traced to the smallness of the compensation of teachers, compared to that which is paid to persons of good talents and acquirements in all the other pursuits of life?

The expense of a state seminary would be a serious objection, in the present state of the treasury, even if it promised to accomplish what has not been realized from the academies, namely, to supply the districts with first-rate teachers, for second-rate prices.

The Regents had not yet specifically designated particular academies to instruct training classes. It was rather expected that all academies sharing in the literature fund should give instruction to qualify pupils to teach in the common schools. The reports of academies to the Board of Regents show that many of them had undertaken this special work in a thorough manner.

The report of the Canandaigua Academy shows that a class was organized in that institution in 1829, with Henry Howe¹ as principal.

The plan of the work in that academy is outlined in the report to the Board of Regents as follows:

First: That those young gentlemen who entered this school to prepare themselves for teachers should enter the classes pursuing those branches in which they wished, or it was deemed necessary to perfect themselves. In these classes the instruction is to be very extended and minute. Second: The teachers to be organized into a class and receive a specific course of instruction on the following plan: to meet five evenings each week, and spend two or three hours together. On three evenings of each week, Hall's lectures on school-keeping are recited till the book is finished and thoroughly reviewed. The lessons are short, and the time is filled up by the instructor in further illustration of the subject, and by prompting inquiry and examination in the class. The remaining evening of the week is devoted to the consideration of a series of subjects, one being discussed each evening. Each member of the class brings in a written subject. So many of these are read as time will allow. The important hints thrown out by the members are particularly stated by the instructor, enlarged upon and illustrated. Mutual conversation is called forth. This evening exercise is attended with great interest and

¹Henry Howe was born in Shoreham in June 1797, but when a child the family moved across the lake to Crown Point, N. Y. From there he went to Middlebury College, Vermont, from which he was graduated in 1817, and where for a short time he was a member of the college faculty. He then moved to Castleton, Vt., where he was principal of a female seminary which existed with considerable success for about a century. He married a Miss Chipman, August 16, 1821, whose family was prominent as judges in Vermont, one of them being chief justice. She was a delicate person and died very young, leaving a daughter, Harriett, who also died at an early age. From Castleton Mr Howe moved to Pompey, N. Y., where he was principal of a classical academy. His second wife was Laura Merrill, whom he married October 11, 1827. They moved to Canandaigua in 1827. At that time Henry Howe lived in a cottage just below the academy, and during this time he superintended the erection of what was then the new academy building, which at that time was considered a large and handsome edifice. He reorganized the school so that it became the best classical academy of that period west of Albany. It consisted really of two departments—one for pupils from out of town and the other for those from the neighborhood; and one point was that the older pupils should be instructed in the art of teaching, so that in this respect it was a kind of normal school. Mr Howe traveled through that part of New York, lecturing on the subject of education, with the result that the academy was very successful as long as he was at the head of it.

Many distinguished men received their education there, and the course was about equal to that of an ordinary college. Among the pupils were Stephen A. Douglas, afterwards a candidate for the presidency, and E. G. Lapham, who for some time was United States Senator.

profit both to the instructor and to the class. The subjects discussed on these evenings are nearly the following, and in the order mentioned:

- 1 The defects in common schools.
- 2 The circumstances which restrain and discourage the efforts of the teacher.
- 3 The best modes of teaching the alphabet, reading and spelling.
- 4 The best mode of teaching arithmetic, and the best books.
- 5 The best mode of teaching geography.
- 6 The best mode of teaching English grammar.
- 7 The best mode of teaching writing and making of pens.
- 8 Pestalozzi and his mode of instruction.
- 9 Government of schools.
- 10 Best method of arresting the attention of pupils. Substitution of signs, etc., for the ordinary questions in schools.
- 11 How to teach composition.
- 12 What plans can the teacher adopt to render his labors more extensively useful to his pupils? This inquiry is intended to embrace the formation of school lyceums, school libraries, the circulation of periodicals relating to education, etc.
- 13 Construction of schoolhouses.

This course of instruction is designed to continue one-quarter of each year. Hereafter a teachers class will be organized both in the summer and winter terms. It is not supposed that a course of instruction is all that is needed; by no means. The course, however, is such as to give to young men a more elevated, enlarged and accurate view of what a teacher should accomplish; prompt thought on the subject of communicating instruction leads to the invention of new methods of teaching and commanding the attention of pupils, and becomes in some degree a substitute for a long and painful experience. It is due to the teachers of this school to say that this course has been sustained by them at a great sacrifice of time and labor, without any reward except the hope of doing good. The number of teachers who have been through a regular course in the teachers department during the last four years is about sixty.

The annual report of the Board of Regents for 1832 considered the subject in an illuminating and comprehensive manner. That portion of the report bearing upon this subject is as follows:

But there is one topic (the exception above adverted to) connected both with our common schools and academies, which the Regents deem it proper to present to the Legislature; and it was with a view to introduce and give force to the remarks, which they consider due to the occasion, that they referred to the condition of the former. However complete in other respects the system may be, it is manifest that a sufficient supply of competent teachers is indispensable to its efficacy. The truth of this position is too obvious to be disputed; but there has been a contrariety of opinion with regard to the best mode of providing them. With some it has been a favorite theory to provide further education at the public expense by the institution of a state seminary with branches in the several senatorial districts. This plan

does not differ materially from that which has been adopted in some European countries. In Prussia there is in each province one or more seminaries, supported at the expense of the government, for the preparation of teachers. But there is this essential difference between the elementary schools in that kingdom and in this State—there they are under the absolute control and direction of the government. No one is allowed to act as an instructor without written permission from examiners appointed under the authority of the government; and although the expenses of the schools, between twenty and thirty thousand in number, are paid by the inhabitants of the several parishes, parents who neglect to send their children to school are liable to be fined for their omission to comply with the requirements of the law. In a word, the whole plan is compulsory; presenting the anomaly of a government, founded upon arbitrary power, compelling its subjects to cherish a system, which is at war in principle with the very elements of its own preservation. Although it might seem much more proper with a political organization like ours, the best security of which is a diffused intelligence, to compel parents to educate their children; yet our rule is, in all things not manifestly essential to the operations of government to persuade rather than coerce. Our common schools, though assisted by the State, are maintained by voluntary contribution of the inhabitants of the respective districts; and those who are most interested have the selection of teachers. Public opinion in his country would hardly endure a system like that which exists in Prussia. If the State were to establish seminaries for the preparation of teachers, it would be no certainty that the school districts would give them employment, and they could not be forced upon the districts against their wishes. Many individuals would unquestionably be tempted, after receiving their education as teachers, to abandon that calling for the higher rewards of others, and thus the munificence of the public would be expended for individual benefit. It was, therefore, conceived (as the Regents think, wisely) that the academies should become the nurseries of instructors for common schools, leaving it to the interest of individuals to prepare themselves for the business of teaching, to the interest of academies to provide the means of their preparation, and to the liberality of the school districts, to offer sufficient wages to secure their services.

The act of 13th of April, 1827, increasing the literature fund virtually adopts the latter plan, by declaring that one of the objects of that increase was "to promote the education of teachers."

The Regents had the honor to say in a former report to the Legislature, that they should cheerfully cooperate in promoting the speedy accomplishment of that object. They have now the satisfaction to present a fact, which they consider of immense importance as an evidence that the views adopted by the Legislature, although dissented from at that time by many intelligent individuals, were founded in wisdom. By a reference to the abstract it will appear, that St Lawrence Academy at Potsdam, St. Lawrence county, in the fourth senatorial district, has sent out during the last year eighty teachers of common schools, and that a part of the course of study consists of lectures upon the principles of teaching. The superiority which the St Lawrence Academy had acquired in this respect is to be ascribed altogether to the new branch of instruction introduced into it. There is at least an average of

more than one academy to each senatorial district equally capable of accomplishing the same result by adopting the same measures. The Canandaigua Academy has introduced a similar course of instruction, but with what success does not appear by the report. There is no doubt that a thousand instructors might readily be prepared annually for the common schools, a number exceeding by nearly two hundred the average number supplied by the seminaries of Prussia. It only remains for the school districts to furnish the inducement by offering wages which shall be equal to the average profits of other occupations. The advantages of a regular system of instruction in the principles of teaching need no illustration. Experience is constantly suggesting improved methods for the communication of knowledge, and for the discipline of youthful minds; and works have recently been published embodying the results of observation and practice. With the aid of these and with such a course of instruction as has been adopted at the St Lawrence Academy, teachers attain, in a very short time, to qualifications which would otherwise be the fruit of long and painful experience, equally embarrassing to themselves, and fatal to the progress of their pupils. The Regents are decidedly of opinion that the academies are the proper instruments for accomplishing the great object of supplying the common schools with teachers. These institutions have already the advantage of convenient edifices, in some cases of large permanent funds, valuable libraries, and philosophical apparatus, amounting in all to an investment of about half a million of dollars. By engrafting upon the course of studies a department of instruction in the principles of teaching, the respectability and capacities of institutions will be increased, and those who are qualifying themselves for the business of instruction may enjoy the benefit of all the other branches, which enter into the ordinary academic course. In every point of view it is conceived that this is the most advisable method of preparing instructors. Under this impression, the Regents take the liberty of remarking, that in case the condition of the public finances shall at a future day admit of an additional appropriation to the object of promoting the education of teachers, the end may be much more advantageously attained by connecting it with the academies, than by creating a separate establishment for the purpose. When these institutions shall send forth a regular supply of well-qualified instructors, an object which they hope to see accomplished by a union of the same munificent policy, which was heretofore guided the councils of the State, with the liberal spirit which has animated the people, our system of elementary instruction will be complete; and in this department the government will by contributing to close up the sources of ignorance and vice, have done all that properly falls to its province to give strength and duration to our civil liberties.

The movement to place the additional function of training teachers on the academies was received with popular favor and continued to grow and gain in strength until 1834, when a law was enacted specifically authorizing the formation of special classes of pupils in the academies of the State for the training of teachers. The act of 1834 is as follows:

Section 1 The revenue of the literature fund now in the treasury, and the excess of the annual revenue of said fund hereafter to be paid into the

treasury, or portions thereof, may be distributed by the Regents of the University, if they shall deem it expedient, to the academies subject to their visitation, or a portion of them, to be expended as hereinafter mentioned.

§ 2 The trustees of academies, to which any distribution of money shall be made by virtue of this act, shall cause the same to be expended in educating teachers of common schools, in such manner and under such regulations as said Regents shall prescribe.

These two dates — 1827 and 1834 — have both, therefore, been associated with the training class movement in the State of New York and have been regarded as the dates when training classes were first formed. The actual fact is, as shown from the records above cited, that teachers were trained in academies as early as 1821 and the intervening years down to 1834. The enactment of the law of 1834, however, was the first legislative provision made, I believe, by an American state for the establishment of an institution to train teachers.

This act passed the Legislature May 2, 1834 and on the 22d of May the Board of Regents held a meeting and referred the question of the organization of training classes to a special committee which consisted of Regents John A. Dix of Albany, Jesse Buel of Albany and John L. Graham of New York City. This committee made an extended report to the Board of Regents on January 8, 1835 which covers 36 pages of printed matter. The committee recommended that one academy in each of the eight senate districts be selected to instruct a training class and that the selection of classes be made from those which, from their endowments and literary character, were most capable of accomplishing the results desired. The following academies were designated:

DISTRICT	ACADEMY	COUNTY
1st.....	Erasmus Hall.....	Kings
2d	Montgomery.....	Orange
3d	Kinderhook.....	Columbia
4th.....	St Lawrence.....	St Lawrence
5th.....	Fairfield.....	Herkimer
6th.....	Oxford.....	Chenango
7th.....	Canandaigua.....	Ontario
8th.....	Middlebury.....	Genesee

Among the important recommendations adopted by the Regents were the following:

1 On what principle the funds applicable to the establishment or organization of the departments shall be apportioned to the academies, which may be selected for the purpose.

2 On what principle and to what extent the annual excess of the revenue of the literature fund applicable to the support of the departments, shall be apportioned to the academies in which they may be established.

3 What shall be the organization of the departments

a As to the course (or subjects) of study,

b As to the duration of the course,

c As to the necessary books and apparatus.

4 What evidence of qualification to teach shall be given to the individuals, who may be trained in the departments.

These subjects will now be considered in the order in which they are stated.

1 On what principle the funds applicable to the establishment or organization of the departments shall be apportioned to academies, which may be selected for the purpose.

As a general remark it may be observed in this case, as it has already been said in relation to the selection of the academies, that the object in view is public, and that the only legitimate consideration is, in what manner it can best be attained. Under this view of the subject, no embarrassment can arise as to the question of allowing the academies which may be selected, to participate, in ratio of their respective wants, in the funds to be applied. The departments should all be placed in their organization on the same footing; they should have the same apparatus, and be provided, in all respects, with equal facilities for commencing the contemplated course of instructions. It may, and doubtless will, happen that some of the academies will be found in better condition than others for commencing such a course, and to render the departments equally efficient, it may be necessary to apportion the funds applicable to their establishment in unequal sums among the academies selected. It will, therefore, be advisable, after fixing upon the apparatus, maps &c. which may be required, to ascertain how far the academies are provided with them, and to distribute the funds with reference to the deficiencies which may be found to exist.

The funds now in the treasury applicable to the object, amount to \$10,040.76; but of this sum the committee are of the opinion that not more than \$4000 should be applied to the establishment of the departments. The sum of \$500 for each, will, it is believed, be adequate to the object in most cases; and as some of the academies may not require so large an amount, a surplus may remain and be applied to deficiencies in others, or carried to the fund applicable to the normal support of the departments.

If the sum of \$4000 only be appropriated to the establishment of the departments, a surplus of about \$6000 will be left for future uses; and for reasons, which will be hereafter explained, it may be important to keep on hand an annual surplus to meet any deficiency in the revenue of the literature fund in succeeding years.

2 On what principle, and to what extent the annual excess of the revenue of the literature fund applicable to the support of the departments shall be apportioned to the academies, in which they may be established.

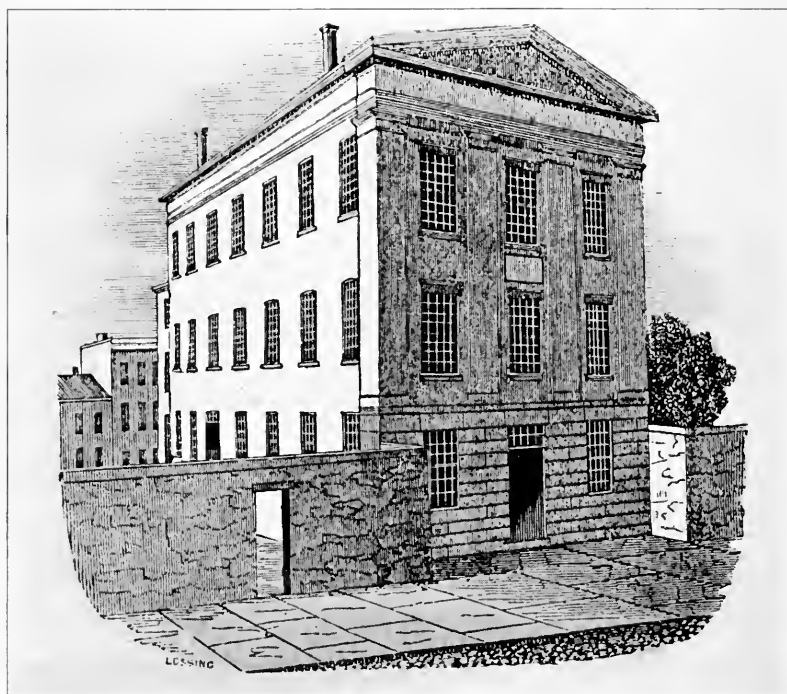
If the departments are to be maintained at all, it is necessary that there should be apportioned annually to each of the academies, in which they shall be established, in addition to the amount to which these academies will be entitled under the general annual apportionment, a sum as nearly adequate as possible to the support of a competent instructor. The largest sum which

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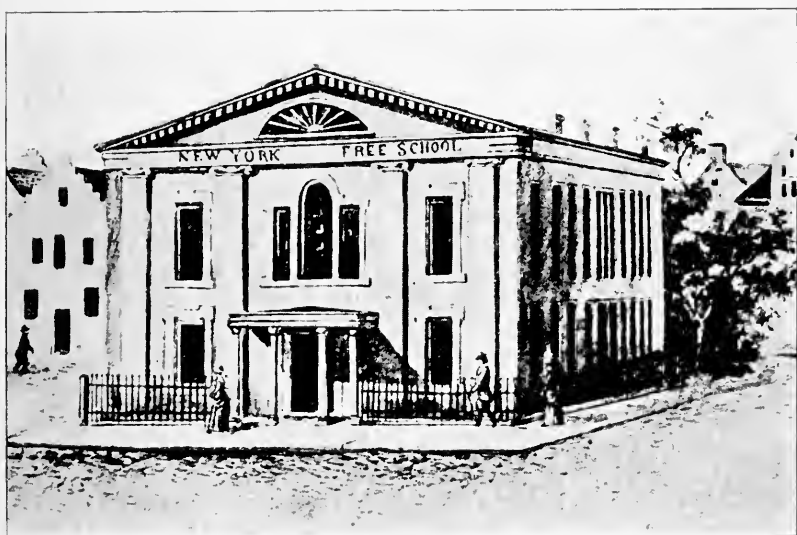
I have been thinking of you very much lately
 and wondering how you are getting on. I hope
 you are well and happy. I have been very busy
 lately, but I have managed to find some time
 to write to you. I have been thinking of you
 very much lately and wondering how you are
 getting on. I hope you are well and happy.

the Officers of the Society annually; The Officers shall always be chosen by ballot, and the person having the greatest number of votes, shall be declared elected;



Courtesy of B. F. Buck & Co.

"Model" school building of the Public School Society, New York City, 1843.
Cost, including site, \$17,000.



Courtesy of B. F. Buck & Co.

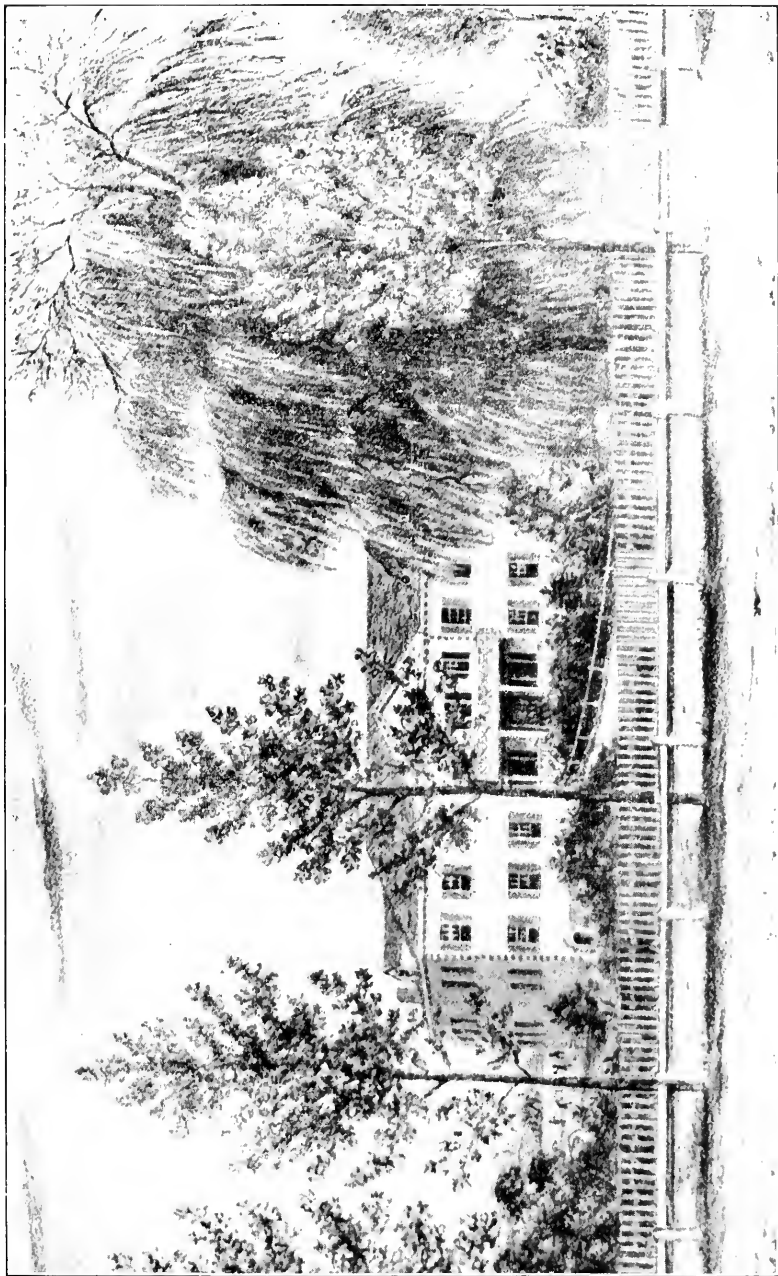
First schoolhouse built by the Free School Society of New York City, 1809.
Cost, without site, \$13,000.



Old Canandaigua Academy, 1833



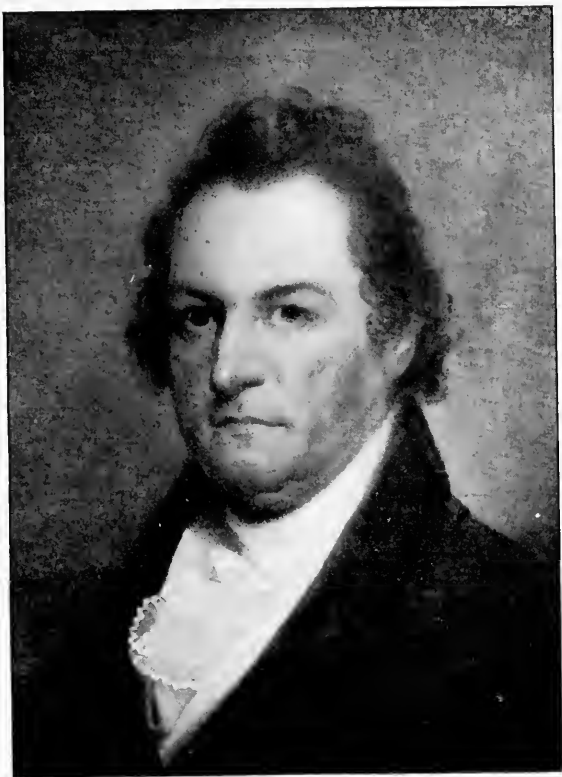
The Lancasterian School in Albany in 1812, being the first great public school erected in that city. It has been used by the Albany Medical College for many years.



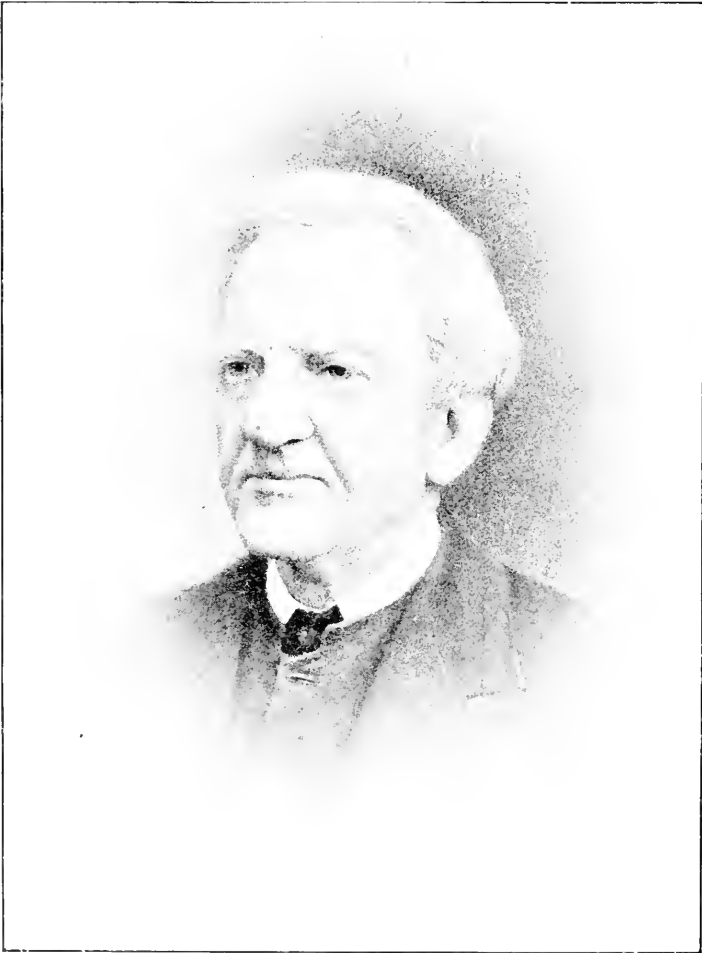
Erasmus Hall Academy, Brooklyn, as it appeared in 1835



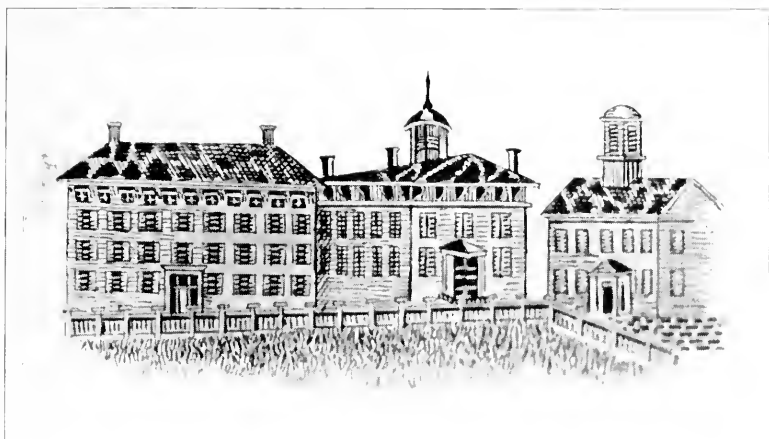
Joseph Lancaster



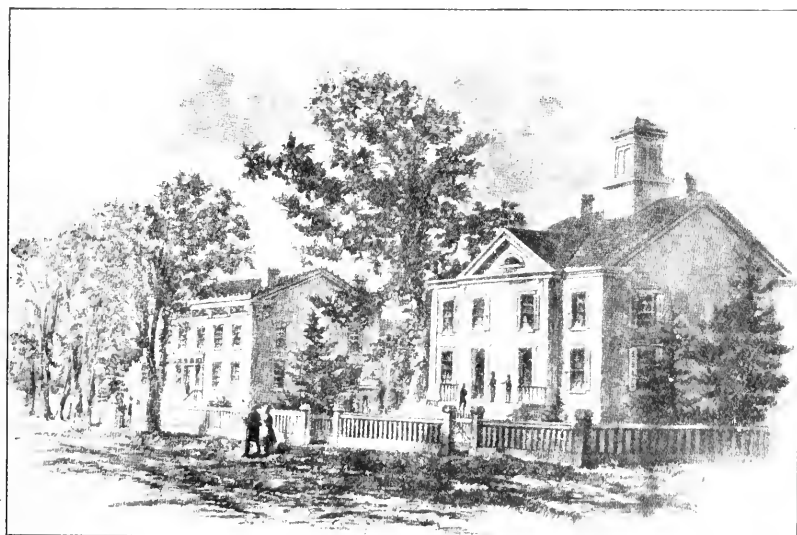
Governor DeWitt Clinton



William H. Campbell, principal of Erasmus Hall Academy, 1835



Oxford Academy as it appeared in 1854



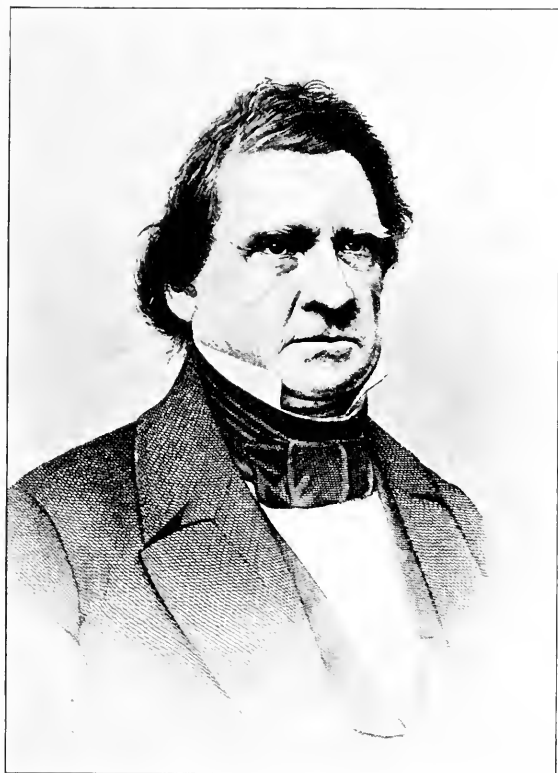
The school building and boarding home of the Kinderhook Academy, 1855



James M. Hall, teacher in Fairfield Seminary, 1872



Henry Howe, principal of Canandaigua Academy, 1828-49



Governor William L. Marcy



David Chassell, principal of Fairfield Seminary,
1821-39

Photograph loaned by Mrs Frances Chassell Lloyd of
Holland Patent, granddaughter of David Chassell



Rev. Joseph Elliott, principal of
Middlebury Academy, 1835-36



Horace Sprague, principal of Kingsborough Academy,
1838-43 and 1845-58



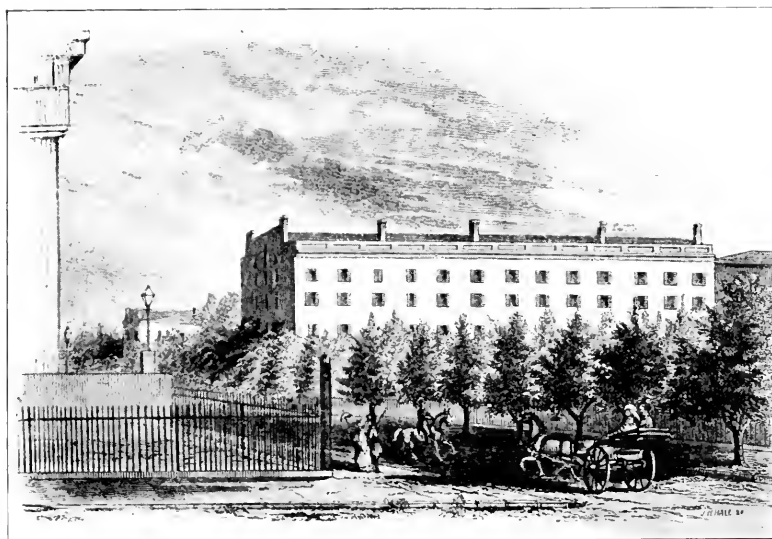
Middlebury Academy, Wyoming, N. Y.



Fairfield Academy



Montgomery Academy. Built of brick and completed in 1823, previous to which time there was a frame building, erected in 1787.



Troy Female Academy



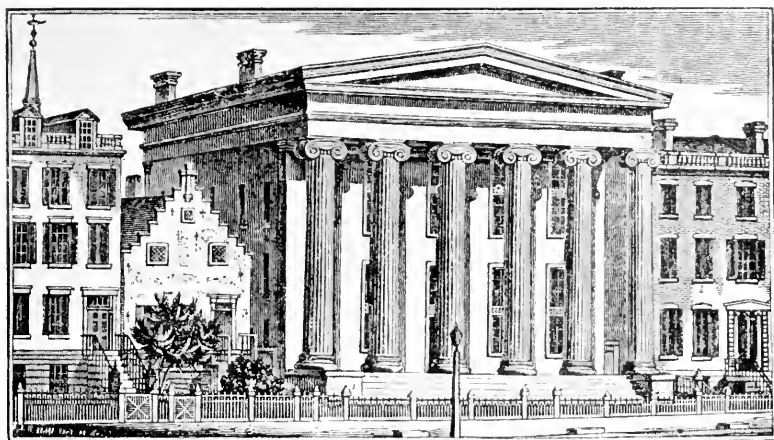
Amenia Seminary



Genesee Wesleyan Seminary, Lima



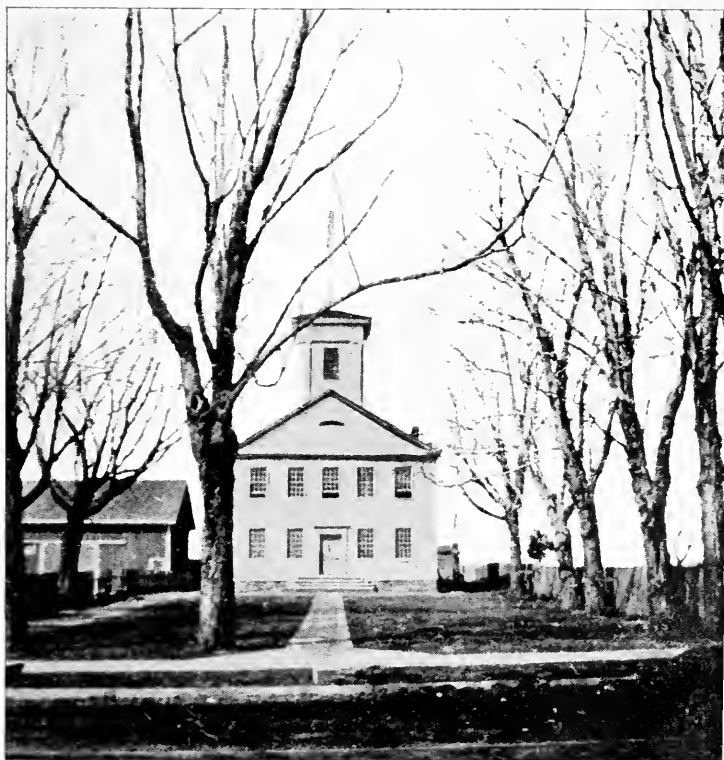
Cortland Academy, Homer



Albany Female Academy, 1836



Gouverneur Wesleyan Seminary



The Kingsborough Academy



Reproduction of a rare woodcut of "The Old Stone Hall," the first building of the Delaware Literary Institute, Franklin, as it appeared in 1836. It was destroyed by fire March 23, 1856.



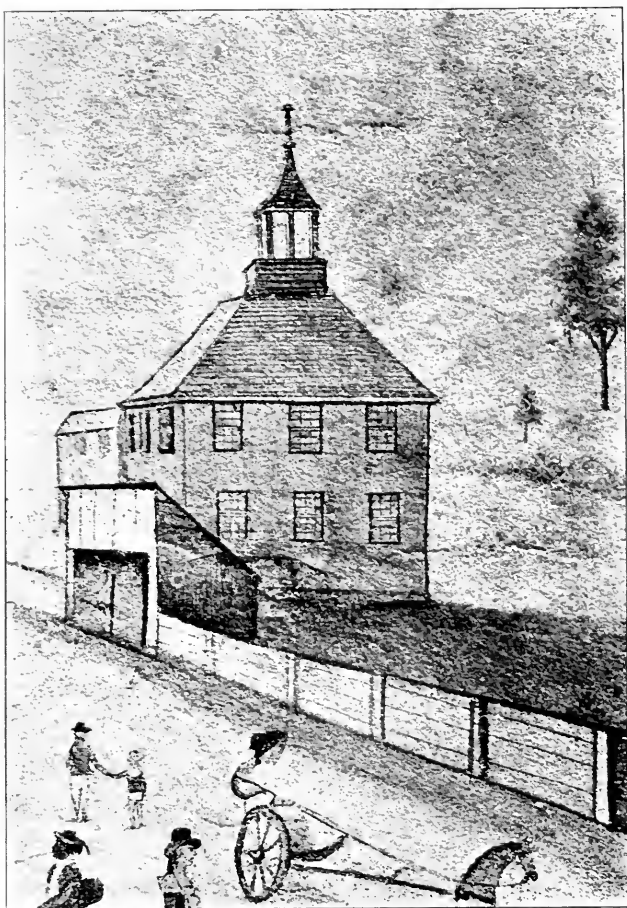
Ball Seminary, Hoosick Falls



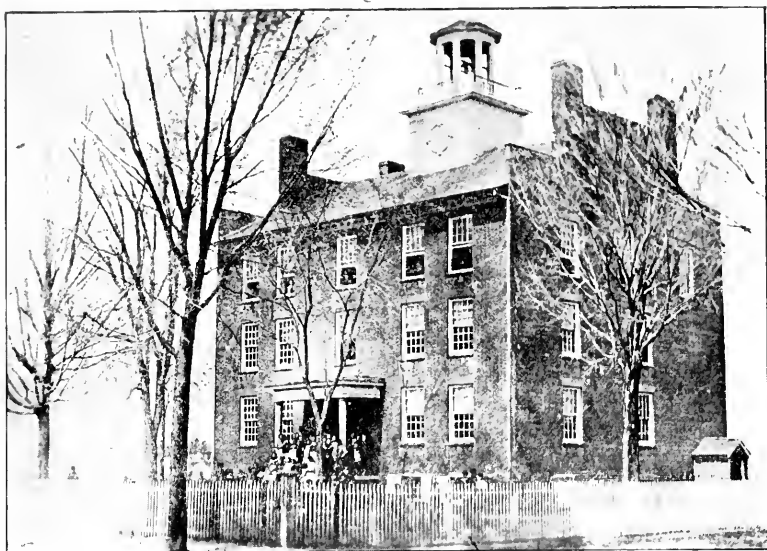
C. V. Verrill, principal of Delaware Literary Institute



Delaware Literary Institute, Franklin, 1858



The second building erected by the founders of Washington Academy, Salem, on the same site as the original structure, which was built of logs. This picture is from an oil painting made in 1789 by St John Honeywood, second principal of the institution. The painting is now in the possession of Miss Fanny H. Williams of Salem.



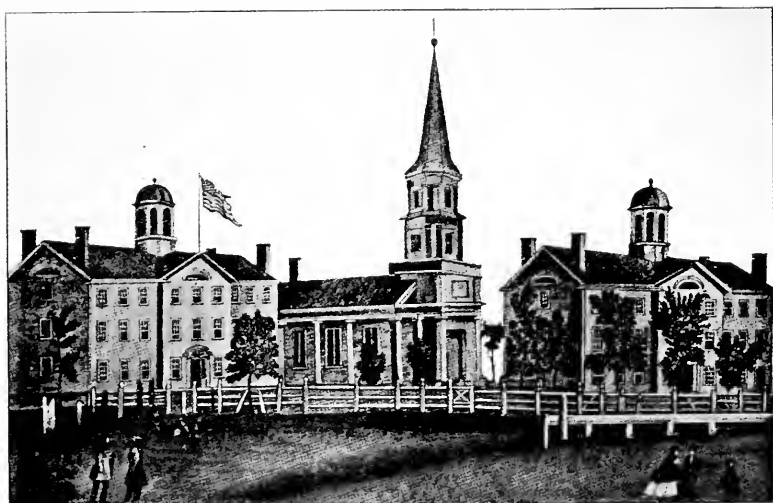
Washington Academy, Salem, in 1820



Washington Academy, Salem



Asa Brainard, principal of St Lawrence Academy, 1828-47



St Lawrence Academy, Potsdam



Hon. John C. Spencer

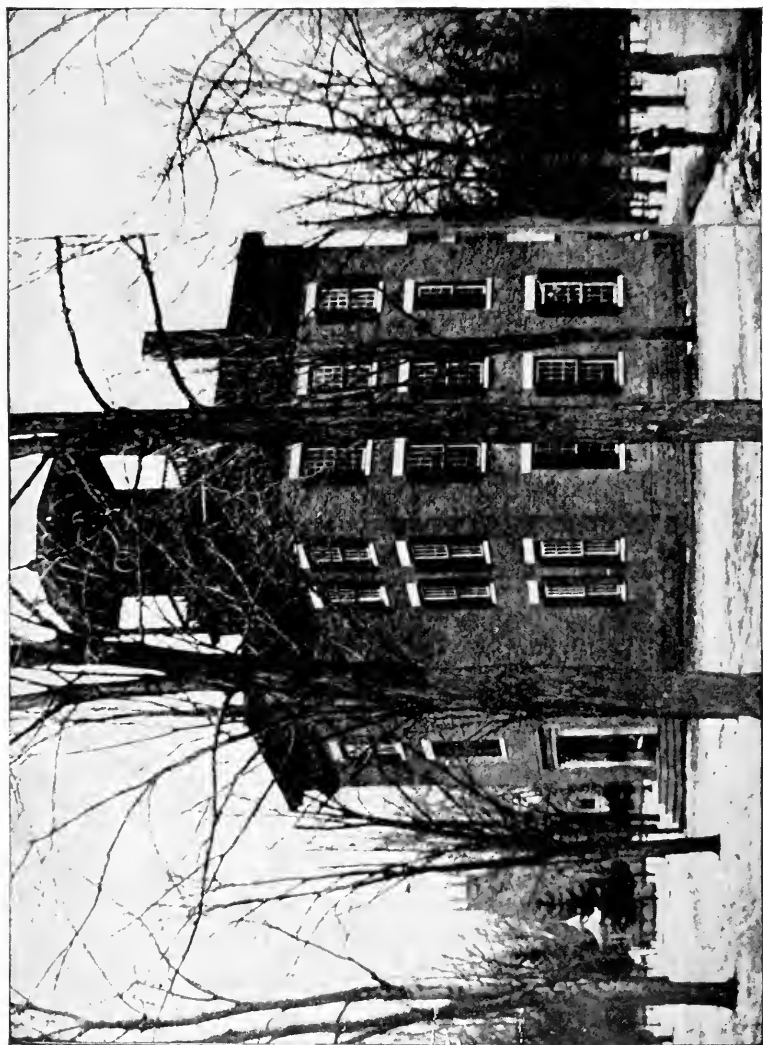


Rev. Silas Fitch, M.A., second principal of Delaware Literary Institute, Franklin, who served from 1838 to 1846



Joseph Hopkins, first principal of the Gouverneur Wesleyan Seminary, who served until 1837

This picture was obtained through the courtesy of Mrs Sarah R. Short, a daughter of Mr Hopkins, who saw an advertisement in a Gouverneur paper and forwarded the original from her home in Deer Park, Wash.



Ithaca Academy



Norwich training class, 1914



De Ruyter training class, 1914



Johnstown training class, 1914



Boonville training class, 1914



Pulaski training class, 1914



Granville training class, 1914



Hudson Falls training class, 1914



Cobleskill training class, 1914



Training class of Griffith Institute, Springville, 1914



Belfast training class, 1914



Greenport training class, 1914



Wolcott training class, 1914

can be regularly apportioned to each, is four hundred dollars; and it is conceived that each of the academies referred to should receive that sum annually, without reference to the number of pupils in training.

With such a permanent provision the object of the academies will be to render the departments efficient, rather than to secure the greatest possible number of pupils. The rule suggested ought not to be carried to an extreme; and if, in the course of time, any academy should be found, without good cause, to have failed in promoting the object in view to a reasonable extent, another should be selected and substituted for it, so that the public munificence may not be expended in vain. If, after appropriating to each of the academies the sum above mentioned, a further sum could in any year be safely apportioned to them; the most equitable rule would seem to be, to distribute it in proportion to the whole number of pupils in training for common school teachers, and to the aggregate length of time in such year, during which they shall have been so trained according to the prescribed plan. It is on a similar principle that the greater part of the revenue of the literature fund is now distributed under the general law; and, after securing a proper degree of efficiency in the departments to be created, there can be no reason to apprehend inconvenience from stimulating the efforts of those who have the direction of academies, to augment the number of their pupils and thus to extend as widely as possible, the benefits of the system. . . .

3 What shall be the organization of the departments.

a As to the course (or subjects) of study. In determining the course of study, the committee have thought it proper to designate as subjects to be taught, all which they deem indispensable to be known by a first-rate teacher of a common school.

In fixing a standard of requirement in any pursuit, it is always desirable to raise it as high as possible; for the qualifications of those who follow it, will incline to range below and not above the prescribed standard. In this case, as the principal object is to influence public opinion by exhibiting the advantages of that practical skill, which may be gained by proper training, care should be taken that those who are relied on to exert the influence referred to, should be made fully adequate to the task.

In select schools in our cities and large towns, qualifications of a still higher grade than those in contemplation for common school teachers, may be required; but as it is not intended with regard to the latter to dispense with any essential branch, so it is not intended to exact anything which is not indispensable. If the subjects, which they will now proceed to state in their proper order, be taught in such a manner and to such an extent as to be thoroughly understood by the pupils, the committee feel confident that the course will be found equal to the object to be obtained.

It is proper to premise, however, that no individual should be admitted to the teachers department until he shall have passed such an examination as is required by the following extract from the ordinance of the Regents of the University to entitle students to be considered scholars in the higher branches of English education.

"No students, in any such academy, shall be considered scholars in the higher branches of English education, within the meaning of this ordinance, until they shall, on examination duly made, be found to have attained to such proficiency in the arts of reading and writing, and to have acquired such

knowledge of the elementary rules or operations of arithmetic, commonly called notation, addition, subtraction, multiplication and division, as well in their compound as in their simple forms, and as well in vulgar and decimal fractions as in whole numbers, together with such knowledge of the parts of arithmetic, commonly called reduction, practice, the single rule of three direct, and simple interest, as is usually acquired in the medium or average grade of common schools in this State; and until they shall also, on such examination, be found to have studied so much of English grammar as to be able to parse correctly any common prose sentence in the English language, and to render into good English the common examples of bad grammar given in Murray's or some other like grammatical exercises; and shall also have studied, in the ordinary way, some book or treatise in geography, equal in extent to the duodecimo edition of Morse's, Cumming's, Woodbridge's or Willet's geography, as now in ordinary use."

Subjects of study

- 1 The English language
- 2 Writing and drawing
- 3 Arithmetic, mental and written; and bookkeeping
- 4 Geography and general history, combined
- 5 The history of the United States
- 6 Geometry, trigonometry, mensuration and surveying
- 7 Natural philosophy and the elements of astronomy
- 8 Chemistry and mineralogy
- 9 The Constitution of the United States and the Constitution of the State of New York
- 10 Select parts of the Revised Statutes and the duties of public officers
- 11 Moral and intellectual philosophy
- 12 The principles of teaching

These subjects are not intended to exclude others, should the academies think proper to introduce them. The Regents should, however, insist that the foregoing be thoroughly studied, and that they be not allowed to give way, in any degree, to others; nor should any others be required in order to entitle the pupils to the prescribed evidence of qualification.

The committee submitted a very complete syllabus of the instruction which should be given in each of the subjects specified as the proper ones to be included in the course of study for the training of teachers. In the preparation of this syllabus the Regents called the following principals of academies into a conference at Albany on the subject:

William H. Campbell	Erasmus Hall
Jacob C. Tooker	Montgomery Academy
Silas Metcalf	Kinderhook Academy
Asa Brainard	St Lawrence Academy
David Chassell	Fairfield Academy
Merritt G. McKoon	Oxford Academy
Henry Howe	Canandaigua Academy

The report submitted by the Regents is as follows:

It should be recommended to the trustees of the academies, in which the departments may be established, to make the rate of tuition for those who intend in good faith to devote themselves to the business of teaching, as low as possible; and to regulate the terms of instruction in such a manner, that the pupils in the teachers' department, who are sufficiently advanced, may have an opportunity of taking schools during the three winter months. They may, by this means, earn something to enable them to complete their course of instruction, and at the same time improve themselves by making a practical application of the knowledge, which they will have gained during the rest of the year. To accomplish this object it may be necessary to have only two terms per annum of four months. The pupils must not only be required to comply with the entire course, but they must understand thoroughly every subject of study before they receive a diploma or certificate of qualification. In this respect, the boards, from whom the evidences of qualification are to issue, must practice the greatest caution. Their own and the public interest alike demand it. The system can not become popular unless it is made equal to its objects. A single individual educated in one of the proposed departments, and going forth to teach with a diploma, but without the requisite moral and intellectual qualifications, would do much to bring the whole system into disrepute. The Regents should, therefore, insist strongly on the fidelity of the academies to withhold the necessary evidence of qualification to teach, from all who are not entirely worthy of it. . . .

Apparatus. The following list includes all the apparatus and maps, which the committee deem necessary at present, with the prices annexed so far as they can be ascertained:

No. 1, Orrery	\$20.00
Numerical frame and geometrical solids.....	2.50
Globes	12.00
Moveable planisphere.....	1.50
Tide dial.....	3.00
Optical apparatus.....	10.00
Box no. 2, Mechanical powers	12.00
Box no. 3, Hydrostatic apparatus.....	10.00
Box no. 4, Pneumatic apparatus.....	35.00
Box no. 1, Chemical apparatus.....	25.00
100 specimens of mineralogy.....	10.00
Electrical machine.....	12.00
Instruments to teach surveying.....	80.00
Map of the United States.....	8.00
Map of the State of New York.....	8.00
Atlas	5.00
Telescope	40.00
Quadrant	15.00

\$309.00

The price of the entire apparatus, including maps, for each department will not much exceed three hundred dollars, so that about two hundred dollars will remain to be appropriated to the purchase of books for each. . . .

4 What evidence of qualification to teach shall be given to the individuals, who may be trained in the departments.

In the Prussian and French seminaries of teachers, different grades of qualification are recognized, and the certificates which the pupils receive on completing their course of preparation are framed according to their respective ability to teach. If the departments about to be established were to be adequate to supply with teachers the districts throughout the State, such a distinction might be desirable. But as the number of teachers will necessarily be limited; and as one of the most important effects to be anticipated and desired from the establishment of these departments is to influence public opinion, and by an exhibition of improved methods of teaching, to correct prevailing errors with regard to the necessity of providing such a compensation for teachers, as shall be in some degree adequate to the value of their services, all the pupils, who are in training, should be encouraged to complete the prescribed course of preparation. The only distinction proposed to be taken by the committee for those who have gone through the entire course, is between those who are, and those who are not, qualified to teach; and they deem it proper to entrust the decision of this question to the principal and trustees of the academies, in which the departments may be established. It has been suggested that some evidence of qualification from the Regents of the University would carry with it greater weight. There may be and doubtless is some force in the suggestion; but as such evidence of qualification must after all rest upon the representation of the officers of the respective academies, they propose to let it issue from the latter, and purport to be what it must be from the necessity of the case. They have drawn a form for a diploma which is hereunto annexed, marked A, and which from its terms can only be given to those who have completed the course of instruction prescribed by the Regents, and have passed a satisfactory examination in all the subjects of study. . . .

It may often happen that students will not be disposed or able to go through the whole of the prescribed course of instruction for teachers. In this case the principals of the academies should be at liberty to give them a certificate setting forth the particular studies they have pursued, with such opinion of their moral character and their qualifications to teach in the branches which they have studied, as they may be considered entitled to. But this certificate should be merely under the signature of the principal and not under the seal of the institution; for the committee deem it of the utmost importance that no evidence of qualification should be given, which can be mistaken for the diploma received by those who have completed the prescribed course. To avoid all misapprehension, the committee have prepared and hereunto annexed a form for such a certificate, marked B. . . .

(A)

DIPLOMA

The Regents of the University of the State of New York, having established in this institution a department for the education of common school teachers,

WE, the President of the Board of Trustees, and the Principal of the Academy, do hereby certify that A. B., of the town of, in the county of, in the State of has completed the course of instruction, and passed a satisfactory examination in all the subjects of study prescribed by the Regents for the department; that he has sustained, while at the institution, a good moral character, and that he is fully qualified to teach a common school of the first grade. In testimony whereof, we have hereunto affixed our signatures, together with the seal of the institution, at, in the county of, this day of, 18...

A. B. *President*

C. D. *Principal*

(B)

Certificate to be given to students, who have not completed the prescribed course of instruction for teachers.

..... day of, 183...

I, the Principal of the Academy, do hereby certify that A. B., of the town of, in the county of, and the State of has attended a course of instruction at this institution in the art of teaching; that he has sustained a good moral character; and, although he has not completed the course of study prescribed by the Regents of the University for common school teachers, he has studied, and is competent to give instruction in the following subjects, viz:

A. B., *Principal*

P. S. If the individual is not well qualified to give instruction in all the subjects of study, those which he is competent to teach, should be specified.

By special act of the Legislature (Laws of 1835, chapter 34) the State Superintendent was directed to place two copies of this report in each school district of the State.

One of the staunch supporters of the training class movement was Governor William L. Marcy. In his messages to the Legislature while he was Governor of the State, he referred to this subject in the following language.

Message of 1833:

One of the most obvious improvements in relation to common schools, would be a plan for supplying them with competent teachers. Under present circumstances, the remedy to the evils resulting from the employment of persons not properly qualified can only be applied by the trustees and inspectors, and I am not apprised that any further direction for regulating their duties in this respect could be usefully presented to the Legislature.

Message of 1835:

The special subjects in relation to common schools, to which I am anxious your attention should be particularly directed, are: a provision for supplying competent teachers; improvements in the methods of instruction; and the faithful and economical application of the funds to such objects, and in such a manner, as will insure the best results. An incipient step has already been taken in regard to educating teachers. By an act of the last Legislature, the surplus income of the literature fund, over twelve thousand dollars, is put at the disposal of the Regents of the University, to be by them distributed to such academies, subject to their visitation, as they may select; and to be devoted exclusively to educating common school teachers. The sum which they now have, applicable to this object, is about ten thousand dollars; and the condition of the literature fund warrants the expectation that it will be about three thousand dollars annually hereafter. A plan will probably be adopted at the approaching session of the Board of Regents, for carrying into effect, in the most efficient manner, this wholesome measure; and I indulge the hope that it will have an auspicious influence upon our system of common school education.

Message of 1836:

The difficulty of supplying the district schools with competent teachers, has presented the greatest obstacle to the complete success of our system. A beginning has been made with a view to the removal of this obstacle. A separate department for the instruction of common school teachers has been established in one of the principal academies in each of the eight senate districts of the State, and public funds have been appropriated toward the support of these departments. That this measure can not be otherwise than highly beneficial to the common schools, may be confidently anticipated.

Message of 1838:

Our common school system still labors under embarrassments arising from an inadequate supply of well-qualified teachers. Our colleges and academies have heretofore been relied on to supply, to a considerable extent, this deficiency; but it has been quite evident for some time, that further provision ought to be made by legislative authority, to satisfy the public wants in this respect.

The departments for educating common school teachers erected under the patronage of the State in eight of the academies have been in operation about two years, and the last reports from them present favorable results. The number of students attending them is steadily increasing; they are resorted to as sources for supplying the demand for teachers, and the services of those instructed in them are on that account considered more valuable, and readily command a higher rate of compensation.

But no success that can attend those already established, will make them competent to supply in any considerable degree, the demand for teachers; it has, therefore, been proposed to increase the number of such departments in each senate district of the State, by devoting to that purpose a portion of the income to be derived from the deposit of the public moneys. It is well worthy of your consideration, whether still better results might not be

obtained by county *normal schools*, established and maintained on principles analogous to those on which our system of common schools is founded. If the people were fully sensible how much the usefulness of our common schools would be increased by being generally furnished with competent instructors, it is presumed they would cheerfully contribute the means required to secure this advantage. Though there are conceded difficulties in the way of procuring an adequate supply of these instructors, yet the cause of education is so deeply interested in having it done to the utmost practicable extent, that you will doubtless regard it as an object every way deserving of your consideration.

It will be observed from the foregoing messages of Governor Marcy, that he was not only a strong and consistent advocate of the training of teachers by the organization of classes in the academies of the State, but that in a discussion of this subject he used the name "normal schools" as the technical term under which the institutions which trained teachers should be known.

John A. Dix, State Superintendent of Common Schools, in his annual report in 1839, said :

The superintendent can not forbear to repeat the expression of his conviction, that a further and more extensive provision for the education of common school teachers, than that provided for by the act of April last, is indispensable. The establishment of eight more departments would probably be sufficient to meet existing demands, and they might be adequately provided for by an appropriation of five hundred dollars to each to procure books and apparatus, and an annual allowance of five hundred dollars each for their support. The existing departments receive but \$400 per annum each. It would be desirable also to increase this allowance to \$500. An appropriation of \$4000 at the outset, and a subsequent annual expenditure of \$4800, would accomplish both objects; and it would be far more advantageous to take this amount from the surplus income of the United States deposit fund for the purpose, than to add it to the capital of the common school fund; for no increase of the latter can be beneficial to the schools, unless they are provided with competent teachers. This subject is urged with the greater earnestness, as the Superintendent is satisfied that the only mode of eradicating existing evils in the common school system, and making it what it ought to be, is to prepare an adequate supply of teachers; and that this great object can only be accomplished by means of departments connected with academies, or by seminaries established for the purpose. In the year 1833, there were in Prussia forty-two seminaries for the education of teachers, and the number of persons receiving instruction in them was but little more than 2000. The average number in each seminary was less than 48. In our departments, during the year 1838, the average number of pupils was nearly 47 each. The population of Prussia in 1831, exclusive of the army, was 13,780,745 souls. The population of this State in 1835, was 2,174,517. In 1838, it may have been 2,300,000, or one-sixth of the population of Prussia in 1833. If population were to be taken as the criterion, the schools in this State, with 333 pupils in training as teachers, would be

as well provided for as those in Prussia with 2000. But it is to be considered that teaching is there a permanent employment, and that when the schools have once been furnished with teachers, the annual supply need not be so great as before. With us, teaching has not yet become, to any considerable extent, a settled employment; and as our schools are not yet supplied with competent teachers, the provision should be far more extensive. There is another consideration which has a very important bearing upon the question. The schools of Prussia have, on an average, a much greater number of children than ours. With nearly fourteen millions of inhabitants, that kingdom employed in 1833 but about 22,000 teachers in the public schools. With less than two millions and a half of inhabitants, we employ about 10,000 teachers. The Prussian schools average nearly 100 scholars each; ours but about 54. It is obvious, therefore, that we should have, in proportion to population, a much larger number of pupils in training. It is believed that sixteen departments would not for many years furnish a supply of teachers beyond the demand. All concur in stating that the present demand far exceeds the supply; and if the additional number of departments recommended should be authorized, it would require one or two years to put them in successful operation. At all events, it seems but just to make some provision for those sections of the State which, in respect to common school teachers, will derive no benefit from the late law.

The course of instruction prescribed by the Regents of the University, occupies three years, or six terms; that is, there are two terms in the year of four months each, with a winter vacation of four months, to enable the teachers to take schools, both as a means of improvement, and as a pecuniary resource against the expense of preparing themselves for teaching. The three years have just expired since the departments were established, and several pupils have received the diplomas, which are granted on completing the prescribed course. These diplomas are of no practical utility, as the law requires that no person shall be deemed a qualified teacher who does not hold a certificate of qualification from the inspectors of common schools of the town, dated within a year. The effect of this provision is to require every person engaged in teaching to submit to an annual inspection. As a general regulation, its effect is highly salutary, and indeed indispensable, as the certificate must bear testimony to the "moral character" of the teacher, as well as to his "learning and ability." But it is worthy of consideration whether a diploma, signed by the president and principal of an academy, in which a teachers department is established, given, as it must be, after a public examination in the presence of the principal and a majority of the trustees, setting forth that the individual has completed the prescribed course of instruction, and that he is fully qualified to teach a common school of the first grade, should not be sufficient evidence of his learning and ability, so that the inspectors of the town should merely be required to bear testimony to his moral character. As an individual may contract irregular and intemperate habits, and become unfit to be employed as a teacher, it would not be advisable to dispense with an annual inquiry, on the part of the inspectors, into his moral qualifications. But if the diploma were to be deemed conclusive as to his learning and ability, a strong inducement would be held out to the students to complete the entire course. As it is, many of the pupils will leave the departments

after completing their first or second year, and rely on procuring certificates of qualification from the town inspectors; a calculation which they may safely make, as a single year's instruction in a course shaped with reference to prepare an individual for teaching, will, if he has previously had a good common school education, place him far above the ordinary grade of teachers. The provision suggested can have no bad effect, and it is believed that it would be highly salutary, by inducing students to complete the course, which is full, both in respect to subjects of study and intellectual discipline, and thus furnish the schools with a body of teachers of a superior grade.

An effective campaign was waged from 1838 to 1844 for the organization of separate institutions for the training of teachers and the result was that the Legislature of 1844 enacted a law establishing New York's first state normal school at Albany. Under this act provision was made whereby the funds which had been added to the literature fund by the act of 1834, to be appropriated to the academies for the instruction of teachers for common schools, should no longer be appropriated for that purpose but should be appropriated for the support of the new institution which had been created for the training of teachers. Withdrawing from the academies this special aid which they had received for the maintenance of training classes resulted, of course, in the discontinuance of such classes in the academies which had been especially designated by the Regents for conducting them. The Regents, upon the passage of the act of 1844, did not designate academies to instruct training classes for the ensuing year. It has generally been stated, therefore, that between 1844 and 1849 training classes were not maintained in New York State. This is not the fact; there is abundant evidence to show that training classes were continued during these years. It should also be understood that, in addition to the eight academies designated by the Regents—one in each senatorial district—to instruct training classes, there were many other academies which had maintained special departments for the training of teachers and had given instruction to such of their students as intended to become teachers, without receiving designation from the Regents to organize such classes or without receiving special aid from the State therefor.

It has been shown in the part of this report relating to Clinton's interest in the training of teachers that the Hon. John C. Spencer, who was in the Senate in 1826, made a report in behalf of the committee on literature in favor of organizing in academies departments for the training of teachers instead of establishing separate

institutions as recommended by Governor Clinton. Senator Spencer later became Superintendent of Common Schools and in his report for 1840 he still indorsed the work which academies were doing in the training of teachers, in the following language:

The departments in the various academies for this purpose, consist of two classes; one, of those established by the Regents of the University by virtue of chapter 140 of the Laws of 1834, and for the support of which the Regents appropriate four hundred dollars annually, a sum supposed to be equal to the expense of maintaining the department. The second class consists of those to which a share in the literature fund, equal to seven hundred dollars per annum, is distributed for their ordinary support, and who are required by the Regents pursuant to the 9th section of chapter 237 of the Laws of 1838, to establish and maintain departments for the instruction of common school teachers:

The following academies are in the first class:

Montgomery Academy	Orange county
Kinderhook Academy	Columbia county
Washington Academy	Washington county
Fairfield Academy	Herkimer county
St Lawrence Academy	St Lawrence county
Oxford Academy	Chenango county
Canandaigua Academy	Ontario county
Middlebury Academy	Genesee county

And the following are in the second class:

Erasmus Hall Academy, Flatbush, Kings county
Amenia Seminary, Amenia, Dutchess county
Albany Female Academy, Albany city
Troy Female Academy, Troy city
Genesee Wesleyan Seminary, Lima, Livingston county
Cortland Academy, Homer, Ithaca county
Ithaca Academy, Ithaca, Tompkins county

Reports or communications have been received from all the above-named institutions.

In the table I, in the appendix, is contained all the statistical information to be derived from the reports. Much that is interesting and useful can not be presented in a tabular form; extracts from the reports are therefore given in the table marked K, in which will be found valuable observations on the system and its effects, and upon subjects connected with primary education. There is also a communication from the Rochester Collegiate Institute. These reports generally indicate that a very favorable influence has been produced by these departments upon the character of the common schools, and upon the qualifications of teachers.

The following statement will exhibit the progress of these departments. In 1835 they were established, and the number of pupils has been annually as follows:

In 1835.....	138
In 1836.....	218
In 1837.....	284
In 1838.....	374
In 1839.....	498
In 1840.....	668

These numbers are far from indicating the aggregate of teachers prepared by these academies, as a large portion of those attending the classical department, have been employed as schoolmasters.

Superintendent Spencer discussed the subject again in his annual report in 1842 as follows:

The influences exerted upon the advancement of the schools by the departments for the education of teachers annexed to several of the academies throughout the State, continue to be powerfully felt, in the requisition of a higher standard of qualifications in teachers, and in the steadily increasing compensation paid for their services. There are now twenty-three of these institutions, which annually send out a greater or less number of well-educated candidates for teachers; and although a very small proportion of the eleven thousand school districts of the State can be supplied from these sources, yet the judicious distribution of their services throughout the different portions of the State, exerts a powerful tendency in creating a general demand for an equal standard of qualifications; while each district, in which these teachers are employed for any considerable period, is itself enabled, through their exertions and instruction, annually to prepare a numerous body of competent instructors. In this way, normal schools are perpetuated and extensively diffused throughout our borders, partaking of all the practical advantages, and subject to few of the embarrassments or inconveniences incidental to establishments expressly founded for and devoted to this object. Under their combined influence, not only have the wages of teachers steadily increased, but their rank and station as public benefactors are beginning to be better appreciated; their labors are cheered and encouraged by the benign influences of an enlightened public sentiment; and the results are rapidly developing themselves in the increased usefulness and efficiency of the common schools.

Very great efforts have been made on the part of the Regents of the University and the Superintendent of Common Schools, to give a high degree of efficiency to these departments, and to secure an organization capable of furnishing a permanent *nucleus*, around which a body of teachers may be formed, which shall elevate the character and condition of our district schools, and render them what they are capable, under such auspices, of becoming, the conservators of pure morality and the sources of sound, practical and extensive knowledge. These exertions have thus far been crowned with a high degree of success; and while by engrafting these departments upon institutions already existing, a vast amount of expense is saved, a very important advance has been made toward a more close and mutually beneficial connection between two classes of public instruction, founded and established for the promotion of the same high interests, and alike deriving their support and strength from the advancing progress and general diffusion of useful knowledge.

The academies above enumerated under the second class maintained training classes pursuant to the provisions of chapter 237 of the Laws of 1838. Sections 8 and 9 of that act provided as follows:

§ 8 The sum of twenty-eight thousand dollars of the income aforesaid shall be annually paid over, on and after the first day of January next, to the literature fund, which, together with the sum of twelve thousand dollars of the present literature fund, shall be annually distributed among the academies in the several senatorial districts by the Regents of the University, in the manner now provided by law. But no academy shall hereafter be allowed to participate in the annual distribution of the literature fund, until the Regents of the University shall be satisfied that a proper building has been erected and finished to furnish suitable and necessary accommodation for such school, and that such academy is furnished with a suitable library and philosophical apparatus, and that a proper preceptor has been and is employed for the instruction of the pupils at such academy: And further, that the Regents shall, on being satisfied that such building, library and apparatus are sufficient for the purposes intended, and that the whole is of the value at least of twenty-five hundred dollars, permit such academy or school to place itself under the visitation of the Regents, and thereafter to share in the distribution of the moneys above mentioned, or any other of the literature fund in the manner now provided by law. The Regents of the University may also admit to such distribution and to any other of the literature fund, any incorporated school, or school founded and governed by any literary corporation other than theological or medical, in which the usual academic studies are pursued, and which shall have been in like manner subjected to their visitation, and would in all other respects, were it incorporated as an academy, be entitled to such distribution.

§ 9 It shall be the duty of the Regents of the University to require of every academy receiving a distributive share of public money under the preceding section equal to seven hundred dollars per annum, to establish and maintain in such academy a department for the instruction of common school teachers, under the direction of the said Regents, as a condition of receiving the distributive share of every such academy.

Under these provisions of law it will be observed that all academies which received an annual distribution from the literature fund to the extent of \$700 were required to maintain training classes. Official records show that after the enactment of this law the Board of Regents notified each academy in the State receiving such amount of money of the obligation which the Legislature had placed upon it in relation to the training of teachers. The official records also show that during this period there were several academies which received an annual apportionment from the literature fund in excess of \$700. These reports further show that more than 20 academies throughout the State officially reported to the Board of Regents during this period that the curriculum maintained in

such academies included principles of teaching. Official reports from many of the academies to the Board of Regents contain references to the training classes which had been maintained in such academies. Some of these references are as follows:

From the report of the Delaware Literary Institute for 1844:

The demand in this region for competent school teachers, has caused us to adopt a teachers department, in which the branches of elementary as well as more advanced studies, are taught with a direct reference to common schools. Orthography is critically and practically illustrated and taught, in a method somewhat our own. As I have above remarked, we take the alphabet, go through each letter separately, ascertain how many distinct sounds each letter has, separately and then in combination. The method we have adopted, the superintendent of our county affirms to be more practical and far easier to be understood by the scholars, and therefore advises it to be adopted in the several schools of the county. Over seventy teachers we have sent out during the year.

Lectures are given by the principal on the most approved method of conducting the recitations, and of government or discipline in common schools.

From the report of the Kinderhook Academy for 1844:

Teachers of common schools. This academy has for many years paid particular attention to that class of young persons, who are desirous of becoming teachers of common schools. The number of this description in the academy during the past year, has been quite as large as usual. We take special pains with candidates for teachers in all the elementary branches of education, such as they will be likely to be called on to teach; and if we find them well qualified in all the common branches, we lead them on to algebra, surveying, mensuration, history and the like. To encourage young persons of merit, when indigence might prove a barrier, their tuition bills have been considerably diminished, and in many cases entirely cancelled.

From the report of the Gouverneur Wesleyan Seminary for 1844:

Teachers Department. Without any appropriation from the Regents, this was opened about three years since, in which one hundred have prepared for teaching district schools. During the last two years, about eighty have so far completed the course, as to receive the license of the county superintendent of common schools to teach. Suggestion — would not the interests of common schools be better promoted, by giving all the academies incorporated by the Regents, the privilege of educating teachers, and pay them in proportion to what they do, than to give a fixed sum to a few, and nothing to others, who are rendering an equal service to the common school interests? In a word, have not the teachers departments established and supported by the Regents been a failure? And would not the establishment of four normal schools be a more signal one? To me, the answer is clearly in the affirmative.

From the report of the Kingsboro Academy for the year 1844:

Normal school. Though this is so arranged as to bring very little if any money from the Regents, because the terms are so short, yet our experience has proved that much benefit is obtained by the teachers of common schools. The months of September and October, and parts of March and April, are chosen for the two normal terms. In the former, young ladies and gentlemen who have already taught, or who contemplate beginning to teach, spend two months in going over the studies they have already pursued, and perfecting themselves in them, and in examining the most approved modes of teaching and regulating common schools. During the last normal term, numbers came together from different places, and of different manners and habits; and yet, under the care and tuition of the principal and his assistants, they made the most surprising improvement. Most of them are now employed in teaching, to the great satisfaction of their patrons and pupils.

In the department of vocal music, Mr Wm. L. Lindsley, who resides in the academy, and gave them half an hour each day, the most surprising advances were made under his improved method of instruction. Many were able to teach vocal music in their schools, chiefly in consequence of what they learned during that term. It formed also a bond of union, most surprisingly benign in its influence. They were as a band of brothers.

The spring normal term is shorter. What experience will teach in regard to it we are yet to learn. Our plan is to have about six weeks, generally in the spring, so as to accommodate young ladies who design to teach in the summer. Our county superintendent, F. B. Sprague, Esq., has been very useful in his counsels and lectures on school-keeping. He resides in this place and is very useful in his vocation.

From the report of Ball Seminary for 1847:

A large class of teachers have been fitted for their duties during the last term of this year. They are all doing well.

The Regents had not required academies, except those which had been specifically designated to maintain such classes under the rules established by the Board of Regents pursuant to the act of 1834, to report on the maintenance of training classes.

The documentary evidence that departments were maintained in these academies for the special training of those who intended to teach, from 1821 to 1844, even without receiving special compensation from the State, is so abundant that it is not to be presumed that all the academies discontinued these departments upon the establishment of a state normal school under the act of 1844, when neither the establishment of such school nor the provisions of the act affected in any way the conditions under which such classes had been maintained during the previous years. The fact that the

Legislature enacted a law in 1838 providing that academies which received more than \$700 from the State should provide for the special training of those students desiring to become common school teachers; that the Regents notified all academies of this provision of law and their obligation thereunder; that the Legislature continued to appropriate funds for this purpose; that the Regents continued an apportionment of such fund, and that the apportionment by the Regents was honored by the State Comptroller must all be accepted as conclusive evidence that training classes were continued in the academies between 1842 and 1849, but without being especially designated for that purpose by the Board of Regents.

In 1849 the Legislature again made a special appropriation to academies for the instruction of teachers. As there was but one normal school in the State, the number of teachers graduated from that institution was insufficient to meet the demands of the entire State. It was again found necessary to utilize the academies in the preparation of the increased number of teachers demanded from year to year.

In 1855, under chapter 410, the law regulating the maintenance of teachers training classes in academies was modified in several important particulars. The basis of apportionment was materially changed. The appropriation bill for 1855 carried an appropriation of \$18,000. The amendment to the training class law provided that \$10 should be paid to each student in a class not to exceed 20 students. This allowed \$200 to each academy which maintained a training class. As the amount appropriated was \$18,000, the Regents were authorized to designate ninety academies to organize training classes. The law further provided that such classes should be instructed during at least one-third of the academic year in the science of common school teaching.

The organization and supervision of these classes was continued under the Regents until 1889 when the Legislature with the approval of the Regents transferred the organization and supervision of such classes from the Regents to the State Superintendent of Public Instruction. This action was taken upon the recommendation of Dr Andrew S. Draper, who was then State Superintendent of Public Instruction. The Regents not only offered no opposition to such action, but concurred in it. Doctor Draper based his recommendation on the ground that the elementary schools of the State were under the direct supervision of the State Superintendent of Public Instruction and that the preparation of teachers for such

schools should be under the control of that officer instead of being under the control of the Board of Regents which, at that time, had official relation to secondary and higher education only. The State Superintendent of Public Instruction had general supervision of the training class work until the Unification Act of 1904 when The University of the State of New York and the Department of Public Instruction were consolidated into the Education Department, with the Board of Regents as the general supervisory body in control of all the educational activities of the State.

The special work of these training classes from 1821 to date has been generally to prepare teachers for the rural schools. The supervision of these classes by state inspectors and by local inspectors has been made more effective from year to year, the qualifications for admission increased, and the professional course modified from time to time to meet the increased demands placed upon the rural schools of the State.

There were during the past year 113 training classes, having 1777 pupils in attendance. The number who passed the final examination and whom the State therefore licensed to teach in the school year ending July 31, 1914, was 1248; they have entered the teaching service in the rural schools of the State.

One inspector devotes his whole time to the inspection of these classes and, in addition to this, district superintendents must inspect the classes under their jurisdiction and make such reports to the Education Department as may be required from time to time.

Training classes are now maintained almost entirely in public high schools. The Commissioner of Education designates the particular high schools in which these classes may be organized. To conduct a training class certain distinct and specific standards must be maintained by the local school. It must maintain an approved four-year high school course; teachers must be employed in the grades who are doing satisfactory work. Before a school is designated to organize a training class, it is examined by an inspector of the Department and a written report is made of the character of buildings, the equipment of the institution, the general spirit of the community toward the maintenance of good schools, the qualifications of teachers employed, and the accessibility of the community to pupils who may desire to enter such class. The local school authorities must employ a special teacher for the training class, who must be either a college graduate or a graduate of a normal school of the State who has had at least three years' experience in

teaching in the public schools of the State. Two of the three years of such experience must have been in grades below the ninth. The holder of a state certificate granted in this State upon examination, who has had such experience, is also acceptable. The training class instructor must be paid a salary of at least \$600. The local school authorities must also set apart a suitable room or apartment separate from all other departments of the school for the training class. Other members of the school are not permitted to be seated with, or to recite with, the training class pupils. The object is to make the training class work as separate and distinct as possible from the academic or other work of the school.

Schools are designated so as to distribute these training classes equitably throughout the entire State and to accommodate the greatest number of pupils.

At present the qualifications for admission to training classes are the completion of at least two years of high school work in advance of the completion of eight years of elementary instruction. The rules have been amended so that in September 1916 the requirements for admission will be three years of high school work. Notice to this effect has already been given throughout the State. The Education Department has signified its intention to advance these qualifications to the completion of a four-year high school course and it is expected that these qualifications will become operative in September 1917. Graduation from a training class requires the passing of a final examination set by the Education Department. The papers submitted by the pupils of such classes are forwarded to the Department and rated by its permanent examiners. I know of no agency in operation at the present time which is able to provide a better body of teachers for rural schools than are furnished through the training classes in this State.

While training classes have rendered much service in the preparation of qualified teachers for country schools, the teachers employed in the rural schools have a more limited education and less professional training and experience than the teachers employed in the schools maintained in the cities and villages. Under the present organization of rural schools this condition must remain. The people living in the farming regions, however, are entitled to schools which shall be the equal, as nearly as possible, of the schools maintained in the cities and villages. The teachers employed in the rural schools should be required to possess the same academic training which is now exacted of teachers in the cities and villages. In

this State teachers who are employed in the villages of 5000 or more inhabitants and in the cities are required to complete a four-year approved academic course. In addition to such course, they must complete a two-year professional course. The professional courses now given in the normal schools of the State are essentially adapted to the needs of the elementary schools in cities and villages and are not adapted to the needs of the rural schools. Almost the entire product of the state normal schools in New York State become teachers in the elementary schools of the cities and villages. The number of graduates from these institutions who are employed in the rural schools is so small that we need not consider them in a discussion of the question. State normal training institutions to meet the special needs of the rural schools should therefore be organized. We shall not have for the rural schools of the State the type of teachers which should be employed in such schools until state institutions are established on the same basis as our present state normal schools, and teachers for the rural schools are trained in such institutions. The courses which should be given in state normal schools for rural school teachers should be based on present economic and sociological conditions in rural life and with the idea of making the rural schools institutions which will not only give the classroom instruction which is necessary in such schools, but which will also enter upon the larger service which these schools should render the communities in which they are located. In order to bring this about there must be a reorganization of the unit of taxation in rural schools. The schools must be placed on at least the township basis. If this system were adopted and the weak country schools consolidated, so far as possible, the rural schools would then be able to pay salaries equal to the salaries paid in the cities and villages of the State. It would also be possible to grade these schools and make the teaching therein as attractive and interesting as in the city and village schools. When these conditions obtain in the rural schools, teachers of equal education and training to those now employed in the cities and villages will not only be required but may be supplied to the schools established in the farming sections of the State.

The table which follows shows the number of teachers prepared for the teaching service in the training classes of the State from 1834 to the present time, barring the period from 1842 to 1849 when official reports were not made.

Attendance at Training Classes, 1834-35 to 1841-42

1834-35	138
1835-36	218
1836-37	284
1837-38	374
1838-39	498
1839-40	668
1840-41	528
1841-42	681

3389

Statistics of attendance and expenditures—teachers training classes 1849—84

ACADEMIC YEAR	ATTENDANCE			No. of classes instructed	Expenditures
	Males	Females	Total		
1849-50	388	610	998	42	\$10 889
1850-51	337	663	1 000	46	11 356
1851-52	529	1 044	1 573	82	14 990
1852-53	508	1 062	1 570	85	15 520
1853-54	502	1 188	1 780	105	17 740
1854-55	500	1 213	1 803	85	17 850
1855-56	524	1 153	1 677	111	16 250
1856-57	532	1 077	1 609	106	15 000
1857-58	601	1 006	1 697	93	16 730
1858-59	711	1 003	1 804	97	17 270
1859-60	597	1 087	1 684	93	17 580
1860-61	595	1 117	1 712	93	16 450
1861-62	494	1 272	1 766	95	16 550
1862-63	449	1 328	1 777	99	14 816
1863-64	303	1 323	1 686	99	16 346
1864-65	297	1 301	1 598	103	15 326
1865-66	303	1 122	1 485	86	14 510
1866-67	406	1 039	1 445	84	13 954
1867-68	463	1 026	1 489	85	14 512
1868-69	504	1 021	1 585	89	15 280
1869-70	503	991	1 494	87	14 502
1870-71	582	969	1 551	90	15 200
1871-72	502	1 002	1 594	88	15 333
1872-73	551	1 110	1 661	97	15 877
1873-74	617	1 278	1 895	93	26 767
1874-75	572	1 222	1 794	93	14 872
1875-76	608	1 133	1 741	85	16 050
1876-77	811	1 433	2 244	102	16 352
1877-78	855	1 607	2 462	100	14 775
1878-79	863	1 551	2 514	110	17 107
1879-80	326	693	1 019	53	11 645
1880-81	128	193	321	18	3 669
1881-82	553	1 187	1 740	99	18 706
1882-83	433	1 178	1 611	95	12 999
1883-84	517	1 358	1 875	112	15 856

The figures represent the aggregate attendance for the three terms or the two terms of the year and not the number of individuals enrolled during the year or any part of the year.

From 1895-96 to the present date training class appointments have been made for the year and not for the term. This accounts in part for the smaller number of classes under instruction since that date. From 1884 to 1889, the year consisted of three terms; since 1889, of two terms.

ACADEMIC YEAR	ATTENDANCE			No. of classes instructed	Apportion- ment
	Males	Females	Total		
1884-85.....	711	1 637	2 348	143	\$20 507 10
1885-86.....	748	1 788	2 536	160	24 287 ..
1886-87.....	1 042	2 529	3 571	213	35 524 ..
1887-88.....	906	2 352	3 258	195	33 091 ..
1888-89.....	883	2 624	3 507	162	31 878 ..
1889-90.....	387	1 440	1 827	108	18 795 ..
1890-91.....	457	1 484	1 941	117	27 796 ..
1891-92.....	554	1 976	2 530	159	34 386 ..
1892-93.....	643	2 299	2 942	195	41 270 ..
1893-94.....	865	2 787	3 652	227	48 625 ..
1894-95.....	1 173	3 461	4 634	267	63 252 ..
1895-96.....	393	1 761	2 154	74	35 569 ..
1896-97.....	330	2 412	2 742	83	48 098 ..
1897-98.....	410	2 949	3 359	100	60 908 ..
1898-99.....	435	2 164	2 599	95	45 682 ..
1899-1900.....	453	2 388	2 841	100	50 052 ..
1900-01.....	484	2 851	3 335	112	58 206 ..
1901-02.....	343	2 907	3 250	97	54 585 ..
1902-03.....	231	2 597	2 848	102	58 157 ..
1903-04.....	210	2 888	3 098	102	57 905 ..
1904-05.....	176	2 611	2 787	99	41 426 ..
1905-06.....	123	2 388	2 511	97	53 180 50
1906-07.....	170	2 153	2 323	92	42 000 ..
1907-08.....	114	2 075	2 189	84	39 475 ..
1908-09.....	167	1 432	2 599	85	39 500 ..
1909-10.....	141	2 400	2 601	89	61 342 50
1910-11.....	115	2 320	2 435	90	61 617 50
1911-12.....	97	2 583	2 680	89	61 530 ..
1912-13.....	110	2 899	3 009	101	70 052 50

Training class certificates

Since 1896 training class certificates have been issued direct from the Education Department. The following figures, therefore, show the exact number of such certificates issued from this Department.

YEAR	NUMBER ISSUED
1896.....	572
1897.....	766
1898.....	1091
1899.....	1044
1900.....	1085
1901.....	1066
1902.....	1198
1903.....	1072
1904.....	1056
1905.....	1108
1906.....	1185
1907.....	876
1908.....	1013
1909.....	878
1910.....	1191
1911.....	1156
1912.....	1085
1913.....	1183
1914.....	1248
Total.....	19873

STATE NORMAL SCHOOLS

The history of the development of normal schools in this State is closely associated with the history of the development of training classes maintained in academies. It is not possible to discuss the history of one without treating the history of the other.

When the State had determined to provide some agency for the training of teachers, it was only natural that educational institutions already established should be utilized for this purpose, if possible, instead of establishing separate institutions for the performance of such work. The usual course of procedure was therefore followed and the academies which were already in existence, and which were increasing in numbers and in usefulness to the State, were regarded as the instruments which could be best adapted to this particular office in the development of the educational system of the State.

The need of and the method by which a body of competent and trained teachers could be provided for the public school system was receiving the consideration of the leading men engaged in educational work and also of many leading men in public life. The address of Denison Olmstead in 1816 on the "State of Education in Connecticut," the article in the *North American Review* in 1823 by Prof. James L. Kingsley of Yale College on "The School Fund and the Common Schools of Connecticut," the pamphlet issued in 1823 by William Russell, principal of the New Haven Academy, on the subject of "Suggestions on Education," the publication entitled "Lectures on School-keeping" issued in 1829 by Samuel R. Hall who had founded a school for training teachers at Concord, Vt., in 1823, the articles published by James G. Carter in the *Boston Patriot* in the winter of 1824-25, the paper of Rev. Thomas H. Gallaudet in 1825 on a "Plan of a Seminary for the Education of the Instructors of Youth," the pamphlet of Walter R. Johnson of Germantown, Pa., issued in 1825, on "Observations of the Improvement of Seminaries of Learning in the United States; with Suggestions for its Accomplishment," and many other articles, together with the recommendations of school officers and governors, had given to the public considerable literature on the subject for this period in the development of the history of public schools in this country, and had created a sentiment throughout the country which gave distinct encouragement to those who were advocating the establishment of institutions for the training of teachers.

As stated in the chapter on "Training Classes" in this report, two theories had been advanced as to the proper means of training teachers for the public schools of the State. There were those who advocated the policy of utilizing, so far as possible, the academies which had already been established. This plan was readily supported by the academies, the Board of Regents and others who were interested in increasing the strength and influence of these educational institutions. It may be said that the majority of influential men in educational work and in public life favored this policy. There were, however, those who favored the organization of independent institutions for the training of teachers. Clinton had recommended the establishment of seminaries for the training of teachers and Governor Marcy had recommended the establishment of county normal schools. The number of people who were in favor of the plan of establishing separate institutions for this important work was gradually increasing. Then, too, the results accomplished through the training classes were not satisfactory. The principal weakness of the academy plan was that the training of teachers was made secondary to the regular work of the academy.

To indicate somewhat the interest which the public was manifesting in educational questions at this time, and particularly the views of the public in relation to the qualifications of teachers, the following information relative to a public meeting held by the citizens of Rochester, is included in this report. On December 22, 1829 the following notice appeared in the Rochester Daily Advertiser and Telegraph:

The subject of the following notice is one which should not appeal in vain to public attention.

EDUCATION

A meeting of the citizens of the county of Monroe who feel interested in extending the benefits of a higher standard of education to all the youth of our county and State at a moderate expense, are requested to meet at Crane's Mansion House in this village on this evening at 6 o'clock.

On December 29th the following also appeared in the Rochester Daily Advertiser and Telegraph:

EDUCATION

An adjourned meeting of the citizens of the county of Monroe who feel an interest in extending the benefits of a higher standard of education to all the youth of our county and State at a moderate expense will be held at Crane's Mansion House this evening at 6 o'clock.

The undersigned solicit the attention of our citizens, both young and old, to this important subject.

N. Rochester	Joseph Penney	Mathew Brown, jr
T. H. Rochester	J. Child	S. Ford
Abner Wakelee	A. M. Schermerhorn	Josiah Bissell, jr
O. E. Gibbs	Enos Pomeroy	Joseph Field
Derick Sibley	Everard Peck	Cha's J. Hill
A. Champion	Harvey Ely	A. G. Smith
A. W. Riley	E. F. Smith	A. Moore
W. Atkinson	J. K. Livingston	J. W. Strong
M. Chapin	Vincent Mathews	Elisha Johnson
W. T. Cuyler	Samuel Works	Levi Ward, jr
J. Seymour	A. Reynolds	F. Bushnell
G. Boulton	Jacob Gould	F. F. Backus
Levi A. Ward	Fletcher M. Haight	John Haywood
Evan Griffith	Erastus Cook	S. P. Ollcott
Ebenezer Watts	E. M. Parsons	Gideon Morey
Sidney S. Ollcott	Preston Smith	Thomas Kempshall
Henry Kennedy	C. Perkins	J. D. Commins
F. Whittlesey	Jacob Graves	E. Hill
W. Whitney	Willis Kempshall	Heman Norton

Dec. 29

On January 1, 1830 the following appeared in such paper :

EDUCATION

At a public meeting of the citizens of Rochester, convened at the Mansion House, 29th December, 1829, to consult for the furtherance of the cause of education in our village and our county at large, General Vincent Mathews was appointed chairman and James K. Livingston, Esq., appointed secretary.

On motion of Rev. Joseph Penny, resolved, that a committee of three persons be appointed to draft resolutions expressive of the views and objects of the meeting. Whereupon Joseph Penny, Jonathan Child and Heman Norton were appointed said committee. The committee, after deliberation, reported to the meeting the following preamble and resolutions, which were adopted.

Resolved, That this meeting adopts as a first principle, *that the extension of a good education and the diffusion of useful knowledge among the rising generation, is one of the greatest benefits which patriotism can bestow on our country, and indispensable to the perpetuity and purity of our free and happy institutions.*

Resolved, That while we congratulate ourselves and our fellow citizens on the enlightened policy that designed and carried into effect our system of common schools; and while we acknowledge the public spirit and generous enterprise of individuals to extend the limits of common education, as in the Rensselaer and other schools, as being above all praise: we are at the same time constrained to believe that the means at present in operation are inadequate to the end proposed; and that the state and progress of education throughout the mass of our population is far below the improvements of the age and that standard which the welfare and safety of our country demand.

Resolved, That a principal cause of failure in our common schools is the general employment of incompetent teachers, arising either from the smallness of compensation afforded or the want of a sufficient supply of qualified men, or most likely from both these causes together.

Resolved, That it is highly desirable that, in addition to the present objects contemplated by the common school system, they should embrace the teaching of those arts and sciences in a plain and practical manner that are most applicable to the business of real life — chemistry, natural philosophy, agriculture, mechanics, political economy, &c.

Resolved, That we are of opinion that the interests of education would be greatly protected by means of some competent and experienced body, who should be charged with the following duties, and should give them a devoted attention, viz: Collecting and diffusing the knowledge of such improvements in the art of education as are worthy of adoption, judging and recommending the best schoolbooks, and publishing and circulating books on the plan of the "Library of Useful Knowledge" and the "Library of Entertaining Knowledge" at a *cheap rate* for the benefit of youth and schools; and lastly for the efficient supervision of all the common schools, and providing for the proper instruction of the teachers in every part of the State on the most approved principles.

Resolved. That a committee of seven persons, viz, Joseph Penny, O. C. Comstock, Charles Perkins, Matthew Brown, jr, Levi Ward, jr, Ashley Samson and Heman Norton, be appointed to digest a plan of such improvements, to memorialize the Legislature, and to recommend the means of circulating information and exciting attention to this great interest throughout our country, and report at a future meeting.

The meeting adjourned to convene again when the committee should give notice that they are prepared to report.

VINCENT MATHEWS, *ch'n.*

J. K. LIVINGSTON, *sec'y.*

This committee formulated a memorial to be presented to the Legislature and submitted with such memorial a plan for the reorganization of the school system of the State and for the training of teachers. The plan proposed was so far in advance of public sentiment throughout the State and contains so many rational and wise propositions that the complete report is given. It is as follows:

The outlines and reasons of a plan for the improvement of common school instruction in the State of New York, prepared at the instance of a public meeting of the citizens of Rochester, Monroe county, and by their order respectfully submitted to the Hon. the Legislature of the State in Senate and Assembly convened.

Preliminary observations

The improvements aimed at in the following plan are predicated on these two observations, viz:

1 That there are admitted to exist certain great *defects* in the practical execution of the present common school system, which in a considerable degree frustrate the benevolent intention of the law in that case, and that call for a speedy remedy.

2 That the spirit of the age and the interests of the State require that some *advance* should be now made both in the amount and quality of instruction which our citizens enjoy in the common schools.

The *defects* to be remedied are:

1 The incompetency of the teachers in many instances, arising partly from the want of due attention in the inspectors, and chiefly from the fact, that the laborious and important profession of teacher is neither so respected nor rewarded in the community as to induce men of the proper talents and education to make it a business for life.

2 As a necessary consequence of the preceding, we have on the average a low grade of instruction, either the total absence of improved methods of teaching and often of the most improved schoolbooks; or by a superficial employment of the mere form of such improvements, without solid attainments and experience, we have all the evils of a plausible empiricism.

3 In regard to schoolbooks, we labor under two evils. They are very unnecessarily numerous, and from the different taste of teachers, very frequently changed, imposing a heavy tax on the means of education. They are in too many instances sold at too high a price, in consideration of their inferior quality. Such are some of the evils to be remedied.

The *improvements in advance* which we think are demanded by the spirit of the age and the interests of the State, are: That the elements of the natural sciences, in a simplified form and adapted to the purposes of practical life, should be taught in our common schools, together with such instruction in other branches, as might directly subserve the enlightened discharge of the various civil duties devolving on every citizen of a free state. The position taken on this point by the Secretary of State in his late report on common schools must be considered self-evident to every reflecting mind—"That the course of education in the common schools ought to be adapted to the duties devolving on the person instructed."

While our colleges and academies are expected to supply the demands of *literature* properly so called, and whatever is peculiar to the learned professions is to be found in seminaries for those special objects, it is to be remembered that the *distinctive province* of our common schools is to train the *public mind*, to qualify the *great mass of the people* for enjoying the privileges and discharging the duties that involve our whole national interests. Might not these schools be made the channels of permanent and progressive improvement to the great national profession of agriculture as well as the arts and manufactures, by diffusing through them the scientific and elementary principles connected with successful practice? Might they not be made the medium of a rapid and perfect transmission through every portion of the State, of all solid improvements connected with the progress of a free and civilized people? And would they not in this case become greatly enhanced to the adult part of the community, and consequently secure from them a higher esteem and a more adequate support?

To attain such advantages, and provide a remedy for the acknowledged defects of our present system is the object proposed in the following plan.

Its particular provisions are designed

- 1 To furnish a competent supply of well-qualified teachers.
- 2 To diffuse the benefits of good teaching, at an early period, through all the districts in the State, and to accomplish the intention of the law as to an efficient inspection.
- 3 To secure such a degree of respect and compensation to teachers, as to induce men of good talents and qualifications to make teaching a profession for life; and
- 4 So to organize and govern the whole system of common school education, as sufficiently to protect this great interest from every kind of abuse, and to cherish it for the various useful ends it may be made to serve.

It is proposed to effect the first of these objects by the establishment of, say *three state seminaries*, for the education of teachers; the second, by promoting the erection of one central school of the most approved description, in each town, having the duties and services of its teacher so connected with all the other districts of the town as to secure the object of good teaching to all, and gradually to qualify good teachers for the whole. The hope of elevating the business of teaching into a permanent profession will be realized by the plan at first, as far as regards one teacher in each town, and beyond this it rests on the prospect of the enhanced value and higher estimate in the public mind of common school teaching under the contemplated improvements. The general government and superintendence it is proposed to commit to a board of our most enlightened citizens, to be denominated the *Regents of Common Schools*, with powers and duties relating to this interest analogous to those of the Regents of the University in relation to the cause of literature.

The more particular details of the plan may be presented by a brief sketch

- 1 Of the proper qualifications of a teacher.
- 2 Of a state seminary for educating teachers—its government—its course of instruction—admission of students—their diplomas and privileges.
- 3 Of the town central schools—their government—the duties of a central teacher in winter and in summer, &c.
- 4 Of an annual meeting of the faculties, and report on schoolbooks, &c.
- 5 Of the government and general superintendence of the whole.

1 Of the Proper Qualifications of a Teacher

As to literary attainments, a teacher of our common schools ought, of course, to be well acquainted with all he is required to teach, and “apt” in the art of communicating it. It is not necessary that he be a man of refined or deep learning, but his general information should be such as to command respect among the best informed in the town where he officiates.

As to his health and habits, it is at the same time important that he be as remote as possible from the enervated and inactive constitution of a mere student. In order to be useful and respectable, especially in our country towns, he should be familiarly acquainted with the active labors of country life, and be able to take a part in all the occupations of rural industry. He should be thus qualified, both to interest and instruct the adult farmer, either in evening lectures or occasional intercourse, and to train up youth with

judgment, whose future lives are to be devoted to these avocations. He should be competent to diffuse among the inhabitants of the country whatever advantages science can confer on practical life; and for this purpose he must be a person equally removed from the inexperience of the mere theorist and the prejudice against science usually entertained by those who are strangers to the value of science.

Finally, the teacher contemplated by this plan, in order to discharge his duties, must be confirmed in habits of patient, active and persevering labor, and must exemplify as well as inculcate those virtues that are indispensable to the future well-being of his pupils. These considerations lead us to see what should be the character of the institution where such teacher is to be disciplined and educated.

2 *A State Seminary*

Let a state seminary for the education of teachers be provided with a farm of from one to two hundred acres, under the direction of an intelligent but *practical* farmer, a garden and a nursery under the direction of a practical gardener and nurseryman, and a mechanics' shop with a general assortment of tools, such as the miscellaneous business of the farm and garden may require.

The labor of this farm, garden and nursery is to be performed by the students, who are in this department to be regarded and treated as apprentices, to learn the actual practice of agriculture, gardening, the cultivation of trees, and every other branch of rural industry. In immediate connection with these labors the students are to receive instructions from their literary teachers on the scientific principles connected with each process and operation respectively; so as to place their labor in the light of experiment and observation illustrative of these scientific instructions. This labor, together with excursions for the purpose of collecting specimens in botany and mineralogy or geology, for practical surveying, and for taking plans and drawings of architecture, machinery and manufacturing apparatus, is to be so regulated and alternated with sedentary studies as to serve the purposes of *physical education*, and promote as far as possible the bodily health and strength of the students.

The intellectual education of these students, including what is required for admission to the state seminary, is designed to comprehend.

1 The accurate orthography, construction, reading, writing and speaking of the English language.

2 The elements of arithmetic, mercantile arithmetic, penmanship and book-keeping.

3 Geography, with the science of chronology and astronomy, especially in their application to rural and civil affairs.

4 The elements of geometry, algebra and plain trigonometry, with the first principles of architecture, perspective and drawing.

5 A course of the natural sciences, natural philosophy, chemistry, botany, mineralogy and zoology.

6 A brief course of belles-lettres and moral philosophy, with some approved treatise on the evidences of Christianity.

7 A course of ancient and modern history, the elements of political economy, and the constitutions of the general and state governments of these United States.

8 The principles and practice of the art of teaching.

Of these several studies, it is proposed that correct spelling and reading, writing a fair hand, and the elements of arithmetic, be made requisites for admission into the seminary, and that an impartial examination in these attainments be the ground of selection among rival candidates.

The remaining branches, it is estimated, may be thoroughly taught by the following professors and tutors, in addition to the farmer and gardener, viz:

A principal of the English department with a tutor, who should instruct the students in English grammar, elocution (including reading and declamation), composition, rhetoric, logic, and moral philosophy; also in history and biography, political economy, and the constitutions of the general and state governments.

A professor of mathematics, with a tutor, who should teach the elements of geometry, trigonometry, and algebra; geography, with chronology and astronomy, and a mercantile course, including mercantile arithmetic, the usages of commerce, and the natural history, production and manufacture of the various commodities of commerce.

A professor of the natural sciences, to teach natural philosophy, chemistry, botany, mineralogy, and all that pertains to the scientific principles of the agricultural and other practical labors of the students.

A writing-master, who, in addition to penmanship, should teach drawing, designing and planning, **perspective** and architecture, with surveying, mapping and related branches.

The moral and religious education of the students beyond what is above stated, to be left on the same footing on which it now stands in the colleges of the State.

Of the Admission of Students, &c.

It is proposed that *one hundred young men* be the number admitted to a state seminary. No student to be admitted under the age of fifteen years, nor to continue in the seminary more than three years, at the public expense.

The whole course of instruction to be so arranged as to be completed in three years; but candidates otherwise competent, who, upon examination, shall appear to have made the same attainments with students of the seminary, and in an equal degree, may be admitted to enter one or two years in advance; provided always, that no student shall become entitled to any of the privileges consequent on a regular course, as hereinafter mentioned, who has not spent at least one whole year in the institution.

The thirty-three or thirty-four vacancies which should thus occur annually, it is proposed to fill up by a public examination of candidates offering for the same, held at the several state seminaries, by the faculties of the same, on the first Wednesday in September of each year, in the following manner, viz:

A list shall be made out by all the examining faculty, in which the names of all the candidates shall be arranged in the order of their comparative merit on examination, with the names of the counties from which they

come annexed to each; and the election shall be so made as to give the privilege to each county represented among the candidates of filling places in the seminary in due rotation with the others, and in proportion to population, as nearly as may be, and the foremost candidate on the list from the particular county shall be preferred. And when any county fails to be represented among the candidates, the places so failing to be filled shall be given to those candidates from other counties who have not obtained places in the order of the list of merit. And any vacancies occurring during the year, shall be filled up from the list in the same manner. In case of their being three such seminaries in the State then the counties here intended are to be the counties of such portion of the State as may be assigned by law to the particular seminary.

Students to be liable to a forfeiture of their places and privileges according to the regulations and by-laws of the seminaries.

When any student shall have completed the course of education prescribed, of which the certificates of the several professors for their respective departments shall be the proper evidence, and shall have attained the age of twenty-one years, he shall be entitled to receive a diploma, granted and signed by the Regents of Common Schools, having the force of a license, and authority to teach and enjoy the several benefits of teaching in any part of the State, under the bounty and patronage of the said Regents.

Of the Government of a State Seminary

A state seminary to be under the joint government and direction of two boards. One of seven members, denominated the board of managers, appointed with special reference to the management of its fiscal concerns; the other called the board of visitors, of six members, to take more immediate care of its literary interests; to attend examinations; consult with the faculty, and certify to the Regents all matters in regard both to teachers and students, which pertain to their trust.

These two boards to have a mutual vote on each others proceedings, and to act in their joint capacity in electing professors and teachers; in an annual report to the Regents, and in all matters where the interests of their respective trusts are naturally blended together.

The faculty, consisting of the principal of the English department; the professor of mathematics, and the professor of natural sciences, with the aid of the board of visitors in special cases, shall have the entire government and control of the students, according to the by-laws and regulations of the seminary. These by-laws and regulations, to be prescribed by authority of the regents, and to be the same in all the seminaries of the State.

The faculty shall convene and sit from time to time, for its proper business, and choose its own president, who shall hold office for a specified time, according to the by-laws.

The members of the two boards of managers and visitors shall be appointed, and vacancies occurring in these bodies, shall be filled by the Regents of Common Schools; and it shall be the duty of these boards to elect, and by the consent of the Regents to appoint all professors and principal teachers in the state seminaries, or to remove the same, in case that should become expedient.

The principal teachers or professors in each department, shall appoint their own tutors, and be responsible for the department of duty assigned to them, as for their own.

Thus far the plan submitted, has reference merely to the supply of a competent number of well-qualified teachers, to have one for each town in the State. The qualifications aimed at, and it is hoped secured by such a course of instruction and discipline, are, 1st, appropriate; 2d, they comprehend the desirable additions to our common school instruction, and lastly, they are not such as will afford any peculiar facility for going into other professions, or frustrating the hopes of the State, in educating them for professional schoolmasters. Three state seminaries, with a three years' course, will furnish one hundred such teachers per annum, after the third year from their establishment. And in the course of ten years, which is probably as early as all the towns in the State would be prepared to fulfil the conditions of employing them, hereafter mentioned, the number prepared would, making due allowance for unavoidable failure in some, equal the number of towns in the State, probably then about *nine hundred*.

It remains to show in what way the benefits of thorough and good instruction may be (to use the words of the Secretary of State, in his late report,) "*brought home to the districts, and addressed to the understandings of the inhabitants thereof,*" and how "the minds of those who patronize and control the operations of the school districts, must be awakened, interested and convinced," a result essential to the necessary compensation and perpetuity of good teaching and experienced professional teachers. This is proposed to be effected by the establishment of central town schools.

3 Of the Town Central Schools

Let it be provided, that whenever any town in the State shall have erected a specified building, affording a school and lecture room, with proper appendages, besides suitable dwelling apartments for a teacher and family, and shall have connected with the same a garden of specified dimensions, and expended a specified sum for a chemical and philosophical apparatus, and shall have employed a teacher who is a graduate from a state seminary, then said town shall be entitled to draw from the state treasury, the sum of *two hundred and fifty dollars*, for each year of the employment of such teacher, provided that in no case the sum so drawn shall exceed the one-half of the yearly compensation of such teacher exclusive of the dwelling apartments and garden, which he is to occupy gratuitously.

The duties of the teacher of a town central school are arranged with a view to the following objects, viz:

- 1 To diffuse a knowledge of what he himself has acquired at the state seminary, among the several district schools of the town, and to train teachers for the same.

- 2 To secure efficiency, judgment and experience to the discharge of the duty of inspecting common schools, as now provided for by law.

- 3 To introduce both the adult inhabitants and the youth of the several districts to the peculiar advantages of the age, especially in the application of science to the purposes of practical life, by evening and other lectures; and

4 To constitute a regular and systematic channel, by which the continual and successive improvements that are making in the world in education, in schoolbooks and books for popular education, and in arts and sciences, may freely and quickly circulate through every vein of the State.

To accomplish these views, the following arrangement is proposed:

That the town teacher instruct in the town central school, twenty-six students, one-half male and the other female, during the summer term of the year, or from the 15th day of April till the 15th day of October, except a vacation, say from the 3d till the 24th day of July.

These pupils to be instructed in all the branches of the intellectual department, and the principles of the practical department, as they are taught in the state seminary.

During the winter term, or from the 15th day of October till the 15th day of April, the said town teacher to spend his whole time, Sundays and Saturday afternoons excepted, in visiting by regular succession and in equal proportion, the several district schools in the town.

On these visits he shall deliver plain and practical instructions in the school, especially on those additional topics of instruction not formerly included in the common school course—he shall occasionally deliver lectures, such as do not require much apparatus to illustrate, and he shall make generally known useful books, and read and explain books of the character of the Library of Useful Knowledge, and at suitable times examine the pupils in what they have acquired.

On three evenings in the week this teacher shall also, during the winter term, deliver lectures on chemistry, natural philosophy and agriculture, and the principles generally of the useful arts, illustrated where necessary, by experiments—this at the lecture room of the central school—and one evening in the week he shall devote to the instruction of a class of young persons in declamation, composition and extemporaneous debating.

This teacher shall also be ex officio inspector of common schools in said town, and shall have an equal vote with the other inspectors in the examining and admitting of teachers, and in all the duties by law appertaining to inspectors of common schools.

And during the term of his teaching at the central school, he shall devote the forenoon of each Saturday to visit, as inspector, in company with at least one of the other inspectors of the common schools of said town, all the common schools in succession, devoting not less than half a day to each visit, and repeating the same as often as the case admits.

These visits to be conducted as examinations of the district schools.

There shall be besides an examination at the central schoolhouse at or near the close of the winter term, of pupils selected by the respective district teachers, as samples of their several schools; and suitable rewards shall be distributed at the expense of the town school, to those who excel. This examination to be conducted by the town teacher and the inspectors.

The twenty-six pupils instructed at the central school to enjoy that benefit gratuitously, and to be furnished proportionably from all the districts in the town which choose to avail themselves of this instruction.

It may be left at the option of the trustees of the central school, with the consent of the town teacher, whether the addition of an entire female department, with an increased number of pupils and a charge equal to the increased expense, might not be desirable; as also whether the schoolroom

of the central school might not be occupied by an assistant teacher during the winter term, with such arrangements for compensation by the pupils then taught, as should cover the expense.

In this manner it is believed that a very great improvement of the character and usefulness of the common schools in a whole town would be realized immediately on such town teacher merely entering upon his labors, while, in the progress of his labors a sufficiently large number of persons of both sexes would soon be qualified for filling the district schools in a highly respectable manner, and in all cases the presence and supervision of this qualified person would essentially benefit the districts.

It is also believed that the situation of such central teacher, combining as it would an office of high trust and respectability with a comfortable residence, and a salary of five or six hundred dollars per annum, will invite and retain in the profession men of equal talents, on an average, with those who fill the several learned professions in our country. And although the smallness of compensation in the district schools may render the office of a teacher in them fluctuating for many years to come, yet the permanency of their common guardian, the central teacher, will greatly remedy that evil. But, in the progressive operation of this system, it must happen that, so many being thus qualified for teaching, a sufficient number will find inducement from local convenience and otherwise to take charge of the less lucrative district schools, in a more permanent way; while it is fairly to be presumed, that the increased usefulness of the profession to every interest of young and old in the community, will, by the time that all the towns are supplied from the state seminaries, secure a sufficiently high estimate and compensation for teaching as to give permanent employment to students from the seminaries in district schools.

The reason for that feature in the plan which provides that half of the pupils of the town school shall be females, is this: From the character and condition of our country, both in regard to the occupations assigned by public opinion to the female sex, being fewer than in other countries, and the inviting field of enterprise that draws away the talents and enterprise of the other sex from such a profession as teaching now is, it has come to be a fact, and must be so for many years to come, that a very large proportion of the district teachers, especially in summer, are females. It is but justice to them and to the interests of education, to afford them the means of a good preparation for this duty. Besides, by this arrangement we have a double security for the ultimate supply of a competent number of well-qualified teachers, even if the district schools should fail to compensate men of talents for many years to come. There is no reason to doubt that females properly educated possess all the essential qualifications for good teachers in as high a degree as men, and, in the circumstances of our community, they hold out some peculiar advantages. Their attainments and qualifications, however elevated, will always be available to the public at moderate prices, not being exposed to the competition of the various profitable employments that invite and enhance the services of men. Finally, when well-qualified female teachers are necessarily withdrawn from this field of labor, their services in the cause of education are far from being lost to the community, they are but transferred from the district to the domestic school; the fundamental, and perhaps the most efficient instrument for securing this great department of the public weal.

4 Of Schoolbooks, &c.

It is proposed to remedy the evils, and further to promote the improvement of schoolbooks, in the following manner, viz:

Let the several professors of the several state seminaries hold an annual convention at the most central one, for the purpose of comparing and discussing their respective views and experience in regard to schoolbooks, methods of teaching particular subjects, and such projects of improvement in education as merit consideration; and after coming to a conclusion, let them report the several results to which they have come, with the reasons of the same, to the Regents of Common Schools. Such part of the said report as the Regents deem proper, to be published with their annual report to the Legislature.

Let it further be the duty of the regents to procure the publication of such improved schoolbooks as are thus recommended by the united wisdom and experience of the faculties, in large additions, on good paper and in substantial binding, for the supply of all the common schools of the State.

The great extent of such editions will in all cases enable the Regents, after securing the copyright where such exists, to furnish good and cheap schoolbooks to every child in the State.

The authority of the Regents in this department should of course go no further than to recommend such books on the ground of their merit, not to prohibit the use of any, nor otherwise discourage a salutary competition among the writers and publishers of schoolbooks. On the contrary, every inducement should be held out, and even premiums for the supplying of acknowledged desiderata in the schoolbooks, or translating from other languages, or importing or writing improved books, the merit of the improvement to be subject in all cases to the judgment of the aforesaid convention of the faculties. And as often as in the judgment of said convention the best interests of education required that a particular schoolbook should be changed and superseded by another, the duty of the Regents would be in a manner equitable to the proprietor (if any) to protect the cause of common schools against all speculation at the expense of this sacred public interest.

A similar benefit would arise to the cause of education by the adjudication of the convention of the faculties in regard to the various and novel projects for rapid or improved instruction that are constantly preferring their claims to public patronage, and in some instances operating with all the effects of a mischievous deception on the credulous and inexperienced guardians of the young. It is to be presumed that the judgment of such a body would have much influence, and would wisely discriminate, so as to advance and promote every such scheme of real merit, and to protect the public from such as are unworthy of encouragement.

5 Of the Government and General Superintendence of the Whole

It is proposed that the general superintendence of the common school system, which is now made the duty of the Secretary of State, be committed to a board of our most intelligent citizens, consisting of nine members, to be appointed in like manner as the Board of Regents of the University are, and with like powers and duties, to be denominated the Board of Regents

of Common Schools. And that, in addition to the funds already appropriated by the constitution and laws, such additional funds be created by law, for the further improvement of common schools, as shall provide for the erection and endowment of *three state seminaries*, as above described; and also for an additional appropriation of \$250 to each town in the State complying with the conditions above stated; and that the appropriation of these *additional funds*, according to the law in this case to be provided, and the execution of the whole plan of improvement, be placed in the hands of said Board of Regents of Common Schools.

Estimates

The expense to the State of carrying the above plan into effect, it is obvious can not be estimated with absolute precision; nor would the same estimate for the seminaries be applicable to different parts of the State, where land and building materials as well as the expenses of subsistence are so various. The following, however, is a probable statement of the average of the appropriations necessary to be made by the Legislature, to carry the above system into complete operation during the period of thirteen years, when it shall have been completed, and of the current expenses after that period:

1st year—cost of three seminaries and appurtenances.....	\$129,000	
2d year—expense of conducting three seminaries.....	40,000	
3d year—expense of conducting three seminaries.....	40,000	
4th year—expense of conducting three seminaries.....	40,000	
5th year—expense of conducting three seminaries.....	\$40,000	
5th year—half salaries of 100 teachers, \$250.....	25,000	
	<hr/>	65,000
6th year—expenses, conducting 3 seminaries.....	\$40,000	
6th year—half salaries of 200 teachers.....	50,000	
	<hr/>	90,000
7th year—expenses of 3 seminaries.....	\$40,000	
7th year—half salaries to 300 teachers.....	75,000	
	<hr/>	115,000
8th year—expenses of 3 seminaries.....	\$40,000	
8th year—half salaries of 400 teachers.....	100,000	
	<hr/>	140,000
9th year—expenses of 3 seminaries.....	\$40,000	
9th year—half salaries of 500 teachers.....	125,000	
	<hr/>	165,000
10th year—expenses of 3 seminaries.....	40,000	
10th year—half salaries of 600 teachers.....	150,000	
	<hr/>	190,000
11th year—expenses of 3 seminaries.....	\$40,000	
11th year—half salaries of 700 teachers.....	175,000	
	<hr/>	215,000
12th year—expenses of 3 seminaries.....	\$40,000	
12th year—half salaries of 800 teachers.....	200,000	
	<hr/>	240,000

13th year — expenses of 3 seminaries.....	\$40,000	
13th year — half salaries of 900 teachers.....	225,000	
		<u>\$265,000</u>
Total expenditure in 13 years, exclusive of interest, and sup- posing an increase to 900 towns.....		<u>\$1,734,000</u>
Being an average annual expense of.....		\$133,384
After the expiration of these 13 years, and on the supposition of 900 towns, all embracing the advantages of the system, the annual expense of sustaining three seminaries and paying one- half of the salaries of 900 teachers, will be.....		<u>265,000</u>

Particulars

The above estimate for seminaries and appurtenances is made up as follows, viz:

Seminary buildings, including lodging and recitation rooms.....	\$20,000
Two professors' houses	5,000
House for commons, &c.....	3,000
Farm, with farm buildings and appurtenances.....	12,000
Library and apparatus.....	3,000
Total for one seminary.....	<u>\$43,000</u>
And for three, as above.....	<u>\$129,000</u>

Annuities

Salary of the principal of the English department, exclusive of the use of house, \$1000; tutor, \$400.....	\$1,400
Salary of professor of mathematics, with house, \$1000, and tutor, \$400	1,400
Salary of professor of the natural sciences, to provide materials in all	1,200
Writing-master, &c.....	800
Gardener, who is also a mechanic.....	365
Contingencies	168
	<u>\$5,333</u>
Board of trustees	8,000
Total annual expense.....	<u>\$13,333</u>
And for three seminaries, as above.....	<u>\$40,000</u>

It is estimated that the farm, by the labor of the students, will compensate the farmer for his time and supply some deficiencies in the above low estimates for board and contingent expenses, or aid in improving and repairing or increasing the library and apparatus.

JOSEPH PENNEY
O. C. COMSTOCK
MATTHEW BROWN, jun.
LEVI WARD, jun.
HEMAN NORTON

Committee in behalf of the citizens of Rochester

Rochester, 20th March, 1830.

Hon. John C. Spencer, State Superintendent of Common Schools, appointed Dr Alonzo Potter of Union College and Hon. D. H. Little of Cherry Valley to examine the training classes which were conducted in academies and to make a report to him thereon. These two men made such examinations and submitted their reports to Superintendent Spencer. These reports have an important bearing upon the development of the work pertaining to the training of teachers. It appears desirable to place these documents at the disposal of students of education and they are therefore given in full. They were as follows:

Report of Professor Potter

*To the Hon. John C. Spencer,
Superintendent, etc. etc.*

DEAR SIR:

On the 25th of July last I received your commission, appointing me a visitor of certain academies in this State, in which departments for the instruction of common school teachers have been established, and authorizing me to examine said departments. In a letter of instructions accompanying the commission, you request me to ascertain particularly "how many of the pupils who have been instructed in these departments have subsequently devoted themselves to the business of teaching;" "whether the pupils are required or allowed to take part in giving instruction as a practical exercise;" and also "personally to examine them as to their proficiency and acquirements; particularly their knowledge in those branches which are usually taught in common schools." You further request me to send you a report containing the results of my examination, with a notice of any defects which I may observe in the organization, management or course of studies of these departments, with such suggestions for improvement, as may have occurred to me. In obedience to this request, I would submit the following statement and remarks.

I much regret that the only two occasions on which I have been sufficiently at leisure to prosecute this inquiry, have fallen at times when our academies are either in vacation or near the close of a term. This circumstance prevented me from visiting two institutions designated in your original commission, and obliged me to abridge my labors at the remainder. I inspected personally the departments in the Kinderhook Academy, in the Academy at Fairfield (Herkimer county), and in the Oxford Academy (Chenango county). I have also inspected partially the department established under the law of 1838, in the Albany Female Academy. The other three were established by virtue of chap. 140, of the Laws of 1834. I have also sought opportunities of gaining information, respecting these departments, from persons who have been connected with them, at different times, as teachers or pupils, as well as from others.

1 Department for Teachers in Kinderhook Academy

This academy is under the charge of Silas Metcalf, Esq., who has been its principal for nearly fifteen years. He is one of a very small number among us, who have persevered for so long a period in the arduous labors of a teacher. To show how few, in this country, engage even in the higher departments of instruction as a pursuit for life, Mr M. mentioned, in the course of my visit, that though well acquainted with most of the leading academies in this State, he knew but four or five principals who had been teachers for the space of fifteen years; and that he knew of no one, excepting himself, who had continued so long at the head of any one academy. It is worthy of remark that the constant change of teachers so much complained of in respect to common schools, and the want of those who have acquired skill by practice, and who feel that interest in their pursuit, which they alone can feel who expect to make it permanent; that these evils are not confined to such schools, but prevail to no small extent in our higher seminaries, and I might add in all our professions. Having for several years been connected with an institution which supplies a large number of instructors to academies and classical schools, I have often had occasion to remark, that many of these seminaries change their principals annually, and that a large proportion of our higher schools are under the direction of those who have but recently engaged in teaching, and who pursue it mainly or exclusively as a convenient resource, while preparing for other professions. If this be the case with them, it is obvious that the practice must obtain much more extensively in common schools, where the rate of compensation is much lower, and where the pernicious custom of employing a male teacher in winter and a female in summer, has the effect to deprive both of the prospect of steady employment, as well as of a fixed place of abode.

The academy at Kinderhook contains both a male and female department; and arrangements are made in each for the admission of pupils who wish to become teachers. The average number of all the students in the academy is about one hundred and twenty. I can not forbear here to notice a fact which first attracted my attention while visiting this academy, but which I met subsequently at the others. On referring to the annual catalogue of the academy I found that it gave the names of two hundred and seventy-four who had belonged to it in the course of the preceding year, and as the usual number attending at any one time had not exceeded half that amount, I inquired the reason of the apparent discrepancy. The reply was, that many of the pupils remained but a single term, and that hence the whole number of members within the year was always more than twice as great as the number at any one time. It is believed that a similar remark might be made of a large proportion of those academies in the State, which do not depend upon cities or large towns, for their pupils. Many parents do not feel able to support their children for more than a very short time at such an institution, and yet are most anxious that they should not be altogether deprived of its advantages. There is however in many cases, I fear, another cause for these incessant changes in the composition of our higher schools, which is less worthy of respect, and which seems to claim the serious consideration of parents. I allude to the disposition, so prevalent among both parents and children, to indulge in capricious preferences in regard to schools

and teachers, as well as to that restlessness which seems to be one of our national characteristics. Children are allowed to pass from school to school on the most frivolous pretexts; the consequence as might be apprehended, is, to retard their progress, to disorganize schools, to impair habits of systematic application, to weaken the spirit of obedience, and to engender in the young, a precocious and ungraceful reliance on their own judgment and taste. This, I am well aware, sir, is an evil, the remedy for which does not lie within your province, and which must be left, in a great measure, to parents themselves. I have thought however that it might not be improper, in passing, to advert to it as a subject which is entitled to more attention than it has yet received. It is not impossible that regulations might be devised by the Board of Regents which would contribute, in some degree, to stay the progress of the evil. It may be regarded, I believe, as one of the most serious inconveniences with which our academical system has to contend and its baneful influence has been felt, to some extent in the departments for instructing teachers.

In judging of the influence which such a department has upon the preparation of teachers, it is not proper, I conceive, to refer only to the special instruction which the pupils may receive, in the art of teaching. It is necessary to revert to the fact that example is more powerful than precept, and that in regard to the discipline of a school, as well as in regard to various methods of instruction, pupils are more likely to form their notions from what they see in practice, than from what they read in books or hear in lectures. Measured by this standard, the influence exerted on the members of the teachers department at Kinderhook is believed to be salutary. The principal is indefatigable in endeavoring to inspire his pupils with sentiments of self-respect, as well as in cultivating habits of diligence and self-control. Mild in his manners, and patient both in communicating instruction, and in bearing with the perverse, he shows how much power lies in affection combined with firmness and assiduity. The result, as seen in the general condition of the academy, is highly encouraging. At the time of my visit (July 28th) a vacation of a few days was about to commence, and the exercises were in a great degree suspended. The utmost decorum however prevailed; and I observed in particular that the walls of the school-rooms, the sides of the academy buildings, and the fences, were neat and in order; thus showing that the propensity to deface and destroy, so often rampant about our schoolhouses, had been charmed down, and that the pupils had been taught to respect, alike, themselves, the property of the trustees, and the feelings of their instructor. Such a system of discipline can not but inspire those who daily observe its workings and feel its influence, with many salutary impressions in regard to the duties of a teacher; and I was assured by one or two of the pupils, that they had derived much advantage from adopting a similar plan in district schools.

As the state in which I found the academy did not admit of a formal examination, I contented myself with conversing with some of the pupils in each branch of the department for teachers, and obtaining from the principal an exposition of his views in relation to this mode of training teachers. The number in attendance at that time was about twelve, of whom one-half were females. The average attendance is about fifteen, with the same relative proportion of males and females, except that the former are more

numerous in summer, the latter in winter. The number in actual attendance, at any one time, should be distinguished from the whole number who may have been members of the department in the course of the year. In this respect, the form of report prescribed by the Regents, leaves room for some misapprehension, and has led, in practice, I apprehend, to some discrepancies in the manner of making returns. The trustees are required to report the number belonging to the department at the time of making the return. By some, this is understood to include, besides those present, all who, though absent at the time, are expected to return and who may, therefore, be considered as belonging to the department. I would respectfully suggest the propriety of requiring returns to be made of the members actually present in each of the three terms of the academical year, distinguishing the males from the females; also, of the whole number admitted during the year, as well as of the number that may be supposed to have finally left.

In regard to the age of those entering this department, and the period of continuance in it, I gathered from Mr M. the following facts. Those who enter for the express purpose of qualifying themselves to teach, are usually from 18 to 21 years, the young men being somewhat more advanced than the young ladies. Members of this description have usually taught school from one to three quarters before entering. They rarely come with the intention of remaining during the three years' course contemplated by the Regents, and do not, on an average, actually continue much more than two terms of four months each. These two terms are rarely taken in immediate succession. The prevailing practice is, to enter and remain through the whole or greater part of one term, then take a school for three or four months, and then return to the academy for another term. In some cases, they continue longer; in others, they come at first but for one term; and in others, they leave after the expiration of that period, intending to return, but do not. The impression of Mr M. on the whole, was, that the average continuance of the students was about one-third of the time originally proposed by the Regents of the University.

In regulating the studies of pupils in this department, the principal finds it difficult to adhere to the course at first prescribed. As the members of the department recite with the regular classes of the academy, they are apt to conceive a strong preference for some new study, to which their former classmates are about to be advanced. Another difficulty is, that having at the academy an opportunity, which they do not expect to enjoy elsewhere, of gaining some knowledge of a modern or an ancient language, or of some of the higher branches of mathematics, and feeling that the possession of such knowledge will enhance the estimation in which they are held, not only as teachers, but in any other pursuit, they are extremely anxious to embrace such opportunity. Thus I conversed with a young lady, in the female branch of the department, who was engaged in studying Latin and French. She had taught a district school for a quarter or more; after spending a few months in the academy, she proposed taking another school for a time, and then hoped to go to the Rutgers Institute, in New York, to complete her education. Her plans for life were not yet formed; she might teach possibly for life, but it was quite apparent, and indeed frankly admitted, that she did not anticipate pursuing the vocation in a common school.

I also conversed with two young gentlemen, who appeared to be very estimable and intelligent persons. One of them had been nearly prepared to enter college, but his health being impaired, he had engaged in teaching in the western part of the State, and was now at the academy, pursuing German and French. He expected to resume the employment of an instructor, at no distant day, but was undecided how long he should pursue it, and especially how long he should be content to have charge of a district school. The other, was an enterprising young man, who after spending twelve weeks in the teachers department, had taken a school in the vicinity, which he had taught with much success. He had now returned to the academy to qualify himself still further, and I found him studying Virgil. He assured me that he was pleased with the employment and that after spending another term under Mr M. he expected to resume it, and to make it the business of his life. I did not express to him the apprehension which, after some years of intimate intercourse with young men, I could not but feel, that some of the acquirements for which he was striving, would hardly contribute to his happiness or usefulness in a common school, and that he would be tempted ere long to carry them to another theatre. In countries like Prussia and Holland, where society is settled, and where the position of a teacher is fixed by usage as well as law, I can fully appreciate the importance of giving him some knowledge of modern and ancient languages, though the study of them is never allowed, I believe, to interfere with the most thorough training in those branches which he will be called more especially to teach. But in this country, where all employments are open, and where so many attractions are presented by other pursuits, the training of common school teachers must, I apprehend, be confined, still more carefully, to the more primary branches, unless we would render them discontented with the toils and self-denials of their profession.

Having been particularly requested, in your letter of instruction, to ascertain how many of the pupils who have been instructed in these departments have subsequently devoted themselves to the business of teaching, I requested Mr M. to favor me in this particular, with all the information in his possession. It may be proper to remark here, that a department for preparing teachers was established in the Kinderhook Academy some time previous to 1834, when they were first established by law; and that the principal has consequently had the best opportunities of observing the effects of the system. From some of the facts already mentioned, you will not be surprised to learn that his representations in this respect were not altogether encouraging.

From its establishment to this time, there have probably been 130-40 members in the department, of whom not less than 100 have finally left. Of this number he can recall but very few who, having left two years or more, are now teaching. He doubts whether there are ten such, particularly whether that number or the half of it can now be found engaged in common school teaching. The student enters the department disposed to teach and not unwilling to take a district school. But he associates with those who expect soon to repair to college, or to enter at once on a course of professional study, or whose views are directed toward select and classical schools, as teachers of which they can command wages nearly twice as great as those usually paid to instructors of common schools. Some with

whom he meets commenced study as late in life as himself—are like him, without property—and perhaps like him aspired no higher at first than to the charge of a common or select English school. But their plans are changed, and in the spirit of self-independence which distinguishes our young men, they are about to make their way through college, or to strike at once for some lucrative post in engineering or at the bar. He catches the contagion of their example, and in spite of all the influence which his teacher can apply, he betakes himself to studying the languages and the higher mathematics. Even of those who pursue the course of study prescribed by the Regents but few are reconciled to the prospect of teaching common schools permanently; and after an experience of more than ten years, Mr M. seemed to have been brought reluctantly to the conclusion, that these departments contribute but little to the formation of a permanent class of teachers.

I should, however, do great injustice to his views if I left you with the impression that Mr M. supposes the system to have failed in accomplishing its principal object. On the contrary, he mentioned a number of facts which appear to prove that, though it may not have produced the precise result anticipated at the time of its establishment, it has still exerted a powerful and salutary influence on the condition of our schools. He stated for instance, that he had always more applications for teachers than he could supply; and that teachers going from their academy always receive higher wages than those who had not enjoyed similar advantages. He also stated that members of the department who after spending a term or more with him, had gone out, taught for a while and then returned, invariably improved more rapidly during a second than during the first term of residence. He had frequently occasion to observe, moreover, that the attention of young persons was first drawn to the business of teaching, by hearing of the existence or operations of this department; that school districts were, by the same means, apprized of the means and induced to consider the great importance of employing better qualified teachers; and that it serves in various ways to keep before the public mind the claims of primary education. It is also worthy of remark, in this connection, that many of the pupils of this department, however imperfectly trained for the office of teaching, are yet better qualified than they could have been without its aid; that, commanding, in virtue of their superior qualifications, higher wages, they will be more likely to continue as teachers; and that in all the relations of life they will be found, in consequence of the opportunities of improvement afforded by the department, more enlightened and more useful.

It is proper to add that the students in this department are not exercised in teaching. They receive some special instruction however in regard to both its theory and practice. The library is well supplied with books on education, and besides encouraging the pupils to read for themselves, the principal is accustomed to take up some such work as Abbott's *Teacher* in their presence and to read it with copious remarks of his own. Lectures are given occasionally, and with the aid of a good apparatus, on some of the principles of natural science. Particular instruction is also given in penmanship and English grammar; and I am happy to add that pains are taken to exercise all the students of this academy in reading aloud, an

accomplishment in respect to which many of our schools are culpably remiss.

Students in the teachers department, if indigent, pay but half the usual rate of tuition.

Fairfield Academy

From Kinderhook I proceeded to Fairfield, which I reached on the 29th of July; having in this as in the other cases given no previous notice of my intention to visit the academy. This seems to have been wisely selected as the place for a teachers department; the academy being large and under the superintendence, in 1834, of a gentleman, Rev. Mr Chassel, who to long experience and great skill in teaching added a deep interest in the preparation of teachers. For several years before the formal establishment of the department, the same end had been attained by the voluntary efforts of the principal and trustees, and a large number of teachers for common schools had been annually sent out. Having within the last year retired from his charge, the late principal had been succeeded by a gentleman, Rev. Mr Bannister, who evinces a lively interest in the same work, and an anxious desire to carry out the plans of the Superintendent. When I was at the school most of the students were absent. Indeed, the present principal had but recently entered on his duties and his arrangements were not completed. He collected at my request all the members of the teachers department then in the village, and I examined them in reading, writing, orthography, grammar and English composition. This I was enabled to do with ease, by reviewing the compositions which they had written during the previous term, and which served to exhibit at one view their writing, spelling and command of their native tongue, as well as their rhetorical and grammatical skill. Some of these compositions were very creditable to their authors; others evinced great deficiency in respect to writing, orthography and grammar. I would here observe, that the proper preparation of these teachers would be better secured if their admission to the department were conditioned on their sustaining a more thorough examination in the common English branches; and if also they were regularly exercised in reading and spelling, as well as in writing and correcting false grammar.

A thorough training in these studies is evidently of the utmost importance to the teacher of a district school. No amount of knowledge in the higher branches can compensate for deficiency in these; and I had frequent occasion to deplore the anxiety which young persons manifest to pass to some of the most difficult departments of study, before they are properly conversant with the simplest rudiments of their own tongue.

In this department the trustees and principal have endeavored to confine the students to the studies prescribed, but not with entire success. Out of seventeen whom I examined, I found eight engaged in studying algebra which is not one of the branches prescribed by the Regents. I also found several studying natural philosophy, trigonometry and surveying; but no one who was studying the history of the United States, chemistry, moral or political philosophy. Something more than one-half of the whole number whom I examined had already been in charge of schools; some of them for two or more winters. Nearly all of them expect to resume the business of teaching. Some proposed to be absent for that purpose the ensuing

winter, and would then return to the department. Others expected to leave finally to take schools, but for what period they had not determined. It was but too evident from their manner as well as from their course of study, that they might aspire to a class of schools yielding more emolument than most district schools, and that few of them looked forward to teaching as a permanent pursuit.

It is proper to mention that in one or two instances I found pupils pursuing only those branches, a knowledge of which is required for admission.

In addition to instruction in various branches of literature and science, the pupils receive lectures from time to time on the principles of teaching. The former principal was much in the habit of examining individuals, especially such as had some experience in teaching, in the common English branches, for the purpose of testing the accuracy and extent of their acquirements; showing them their deficiencies and suggesting what he considered the best mode of teaching such branches.

The members of this department have until recently paid \$1.50 per quarter. They are now required, I believe, to pay \$3. A department has recently been opened for females; so that hereafter this academy will contribute to the preparation of a class of teachers who, if well qualified in respect to knowledge, appear to me preeminently fitted for the delicate and difficult task of educating the young.

By a letter received not long since from the present principal, I learn that the department had then about sixty members; that considerable interest prevails throughout the academy on the subject of common schools; and that they attend, as far as they are able, to various suggestions which in obedience to your request I took the liberty of making at the time of my visit.

One fact was deeply impressed upon my mind while conversing with the young men in this department, and which I had frequent occasion to recur to at the other academies. When their attainments were measured by the standard of strict scholarship, there was, in many instances, much deficiency, especially in some of the common branches of a district school education. But when the same individuals were examined in regard to their capacity and disposition for self-improvement, their range of thought and information, and their habits of mental activity, they evinced powers, which I could not but regard with pride and pleasure. The influence of our civil institutions in awakening mind, in inspiring sentiments of self-respect and self-reliance, in promoting a spirit of inquiry, and especially in teaching as the great but most difficult art of governing ourselves that we may govern others; all this was strikingly apparent in most of these young men. Some of them I questioned in respect to their mode of managing schools, and found them well aware of the necessity of relying on moral influence, and of cultivating among their pupils those habits of self-government which would fit them to become worthy citizens of the republic. Located as this department is, in the midst of a farming district, where the habits of the people are simple, and where the young men have been taught, both by precept and example, to form exalted notions of the dignity and responsibility of a teacher of common schools, it has contributed, I think, materially to the improvement of those schools. Select schools are less numerous in its vicinity than in many other parts of the State; and though young

men, trained in the department, may not, in many instances, devote themselves permanently to teaching, yet it is worthy of consideration, that while engaged in studying, they are also at intervals employed as teachers in the neighboring schools thus combining theory and practice; that by this means they are more likely to improve as teachers than the ordinary students of an academy, since their attention is more frequently and pointedly directed to the subject by their instructors, as well as by the fact that they belong to this department; and that when they finally leave it, they carry with them the conviction that they are bound in good faith, to teach for one or two winters. Special pains have been taken, I am assured, to impress upon them their duty in this respect. It may be a question whether more care should not be taken to point out to them the duty of taking a common, rather than a select school, since it was to improve the former, especially, that the departments were established.

Oxford Academy

Having been invited by the trustees of this institution to be present at the annual examination and exhibition of the students, I availed myself of the opportunity, to examine the teachers department, and to gather the views of its enlightened principal, as well as of others, in regard to the subject of my mission. My visit to this beautiful section of the State, was a source of great and unexpected pleasure. In addition to the gratification afforded by the scenery through which I passed, by the prevailing evidence of prosperity among the people, and by the kindness with which I was received, I enjoyed the yet higher pleasure of witnessing the benefit which can be conferred upon a large district by a well-regulated academy. This institution has been under the care of the same gentleman for the last ten years; and it affords most striking evidence of the advantages which both teachers and pupils derive from an order of things so stable. In its present principal, the academy enjoys the services of one who spares no pains to excite among his pupils a spirit of improvement, and who succeeds in infusing among them a large share of his own enthusiasm. Aided in the labors of instruction by able and zealous associates, and cheered forward by the liberal and active support of a large and intelligent board of trustees, he is reaping a reward which they only can hope to enjoy, who persevere in tilling the same fields. He is permitted to witness very many already established in life, and others in various stages of collegiate and professional education, who owe to him a debt which they deeply feel and cheerfully acknowledge, and some of whom look up to him as their greatest intellectual benefactor. Throughout the county and even beyond its limits, the academy is regarded as a center of the most powerful and salutary influence; and I heard of many instances in which it had been the means of rousing dormant talents, and transforming an uneducated, and therefore inactive mind, into one that was destined to enlighten and bless the circle in which it moves.

In no respect, perhaps, has the influence of this academy been more propitious than in contributing to the better education of teachers. A department was established at an early period, and has been sustained with increasing interest. That the principal may have leisure to devote to it more of his time and attention, he has employed an additional classical

instructor, of high qualification, to whom he feels no hesitation in committing his advanced classes. He thus gains leisure to take up the young men who have just entered, especially those joining the teachers department, to ascertain by personal examination their habits and attainments, and to give, by these means, the most advantageous direction to their studies. By this arrangement, instead of being regarded as an unimportant appendage to the academy, the department becomes an object of prominent interest; and the members of it enjoy the best training which their previous acquirements and the limited time which they usually pass in studying, will allow. To some extent, they actually practice teaching, under the inspection of the principal. They have also various exercises intended to make them familiar with the principles of the art. Of this kind are, 1st, Lectures on the general theory of teaching; 2d, On the best method of teaching each branch usually pursued in common schools; 3d, On the best method of organizing classes so as to save time, and secure to each pupil the greatest amount of instruction; 4th, Discussions among the young men, in presence of the principal, on questions previously assigned, respecting government, mode of instruction, moral influence, etc. These are found to awaken much interest, and to afford the principal a favorable opportunity for developing his own views. Young men are also encouraged to read the best writers on education, the library being supplied with works of that description.

The average term of continuance of pupils at this department is about the same as at Kinderhook and Fairfield. The principal informed me that few came with the intention of remaining three years, and that no one had yet continued so long. Several, however, had passed through the course of study prescribed by the Regents, and to them he had felt authorized by the spirit, if not by the letter of his instructions, to give a diploma. His impression was, that the members stayed, on an average, rather less than two terms. Such I found to be the case with that portion of the department which I had an opportunity of examining. Out of sixteen young men, two had been at the department less than one term—ten, one term—two, two terms, and two, three terms. It should be considered, however, that of these some had previously been in the classical department of the same academy, and that others had passed one or more terms in some other academy. Of those, for example, who had been in the department at Oxford but one term, one had spent three years at the Geneva and Franklin Academies—two had been one term in the Academy at Cherry-Valley—two, two terms in the Delaware Academy—two, two terms at Fairfield, and one, six months at Cazenovia. In estimating the opportunities which these young men have had of qualifying themselves for teaching, it is proper, I presume, to embrace this time, and it will make the whole average attendance of the members of this department at some academy to be equal to about two and a half terms of four months each. It did not occur to me, when at Kinderhook and Fairfield, to institute inquiries in regard to this point, or I should doubtless have discovered that a corresponding addition ought to be made to the average term of attendance at those departments. It is due to several academies in this State, in which no department for teachers has been established by law, and which receive therefore, on this account, no pecuniary aid from the literature fund, to state that they also have provided facilities, and given much attention to the preparation of teachers;

and that they are thus contributing to the improvement of common schools perhaps not less than some of the departments which have been formally established.

The influence which this department has exerted upon the common schools in its vicinity, is thought to have been great. About fifty leave it yearly for the purpose of teaching, and most of them to take common schools. Of these, a large proportion (not less than one-half) had been teachers before they came to the academy, and, having discovered their deficiencies, they apply themselves, while there, with great diligence to study, and note carefully whatever in the government of the department or in the method of instruction, will be likely to aid them hereafter in their labors. It is true of them as of the students at the other academies which I visited, that few contemplate teaching as a profession, and that all would prefer select to district schools. This preference prevails, not merely on account of the better wages paid in select schools, but also because they are more orderly—the children are more advanced—and the teacher, instead of boarding from house to house, is allowed to fix his abode at one place, and thus gains in respect both to comfort and time for study. So long as the young men from this department do teach, their services will be more valuable in consequence of their former connection with it, and when they turn to other pursuits, they will be likely to retain their interest in schools, and will be found among the more active and enlightened friends of popular education.

Several facts mentioned to me incidentally during my visit, will serve to show that the establishment and maintenance of this department has been an object of much interest in that part of the State; and that many of its pupils carry from it lasting feelings of respect and gratitude. The principal stated that he frequently receives letters from those who have left the department and are now teaching, asking his advice in respect to some nice, and to them, embarrassing case of discipline or instruction; and that trustees of districts, also, knowing his interest in the welfare and improvement of common schools, not only apply to him to provide them a teacher, but also submit for his consideration, points, which may have occupied the attention or divided the opinions of the employers. It is obvious that such a relation between academies and common schools is much to be desired, as tending to bind together all the parts of our system of public instruction, and as contributing especially to the elevation of common schools. The active but not ungenerous emulation which prevails among the various academies of the State, is a pledge that a relation which has thus been established in one case, and which reflects so much, both of credit and advantage on the parties, will be cultivated by kindred institutions in other parts of the State. It is also worthy of remark, that the increase in the rate of wages paid to common school teachers, which has been observed throughout the State, for the last five years, is very evident and striking in the vicinity of this department. I also learned by conversing with those members in it, who had been engaged in teaching, that they almost invariably found that the younger children in the school were more advanced, in proportion to their age and opportunities, than the older ones. This would seem to show that the advantages afforded by these schools, within the last three or four years, i. e. since the influence of the department began to be

felt, have been greater than formerly; and the same inference may be clearly drawn from a fact stated by Mr McKoon. He mentioned that when the department was first opened, young men who came to it from common schools rarely knew anything of grammar or geography; recently all are more or less acquainted with those branches. I was also informed, by some of the young men, that they had been first induced to think of teaching and especially of improving their qualifications, by hearing (at the distance in one case of 40 miles) of a department, which had been established for the special benefit of persons in their situation.

It is in these respects, I conceive, rather than in providing a permanent class of good teachers, that these departments contribute to improve common schools. Out of 16 whom I examined, I found but two who intended to make teaching their profession; and but one who proposed to devote himself for life, to the charge of a district school. Most of them proposed to teach the ensuing winter—perhaps longer; but their plans for the future were evidently unsettled. It has been the experience of Mr McKoon, as of Mr Metcalf, that those who first came to the department merely to qualify themselves to teach a common or select school in the country, had, in some cases, been led to change their plans by associating with those who were preparing for college, or by discovering with what ease they could qualify themselves to become assistant engineers, or to commence professional studies. Since he has had charge of the academy, from 200 to 250 have gone out from it to take schools; but of this large number, probably not one in twenty continue to teach more than two winters. Of those who left the institution four years since or more, he could recollect less than ten who were still teachers of common schools.

Albany Female Academy

The department for teachers in this academy was established in obedience to the law of 1838, which requires of every academy receiving a distributive share of public money, equal to \$700 per annum, to establish and maintain a department for the instruction of common school teachers. The policy of this law may, perhaps, admit of some question. It makes no additional allowance to meet the additional expenses which must be occasioned by such a department, if properly maintained; and it seems to create an invidious distinction between the academies of which it exacts this duty, and those which, under the law of 1834, receive a special allowance annually for the same duty; as well as between them and other academies which are exempted from a similar burden, only because they have a smaller number of students. It is apprehended that these considerations will be found, in practice, to have rendered the law nearly inoperative.

The female academy, at Albany, has long held a distinguished place among similar institutions, and its trustees justly point to its ordinary course of studies, as affording many facilities for those who wish to become teachers. It must be admitted that in several respects, the education of a teacher is identical with that of any other person. So far as a system of instruction awakens mind, imparts knowledge, promotes habits of order and application, cherishes sentiments of self-respect, and adds strength to generous affections and principles, it must contribute to qualify its subjects

for teaching, as for every other duty. To these ordinary means of instruction, the Albany Female Academy adds for its graduates, and others equally advanced, the advantages of a normal class, in which the theory and practice of teaching are communicated. That it will by such means do much for the education of teachers of a high grade, as indeed it has already done, is unquestionable. It may however be doubted, whether it can be relied on for contributing to the education of those who will be willing to become teachers of district schools. The following remarks of the trustees of the Troy Female Seminary, in their report to the Superintendent, for the year 1839, place this subject in its true light. "Although this institution," say the trustees, "has always been open to young ladies desirous of qualifying themselves for common school teachers, none have applied for admission with such intention, nor have there been calls for teachers of that class. Of the large number who are annually educated here for the business of teaching, any one would be competent to fill that station, and is at liberty to engage in the capacity of a common school teacher. But superior inducements are presented in other fields of labor. The numerous applications made for teachers, enable the principals to furnish all who are educated in the seminary, with situations in all respects agreeable and respectable, in which they receive salaries varying with the qualifications, from \$200 to \$600 per annum, in addition to board. From these circumstances, in connection with the fact that applications are not made for teachers of common schools, it will be obvious to the Superintendent that the trustees of this seminary can not render efficient aid to this department of education, while they presume it will be evident that the seminary is producing an amount of good equal at least to that of any academy in the State, subject to the visitations of the Regents."

Summary

I have thus laid before you, at much greater length than I intended, a statement of my labors. The results may be briefly presented as follows:

I The students in these departments make good proficiency in their studies, but pursue the higher branches to the neglect of those which are elementary.

II They remain at the institutions but about one-third of the time originally contemplated.

III They are not generally exercised in teaching in the presence of their instructors; most of them, however, have taught common schools.

IV They usually expect to teach after leaving the department, but not for a long time.

V The departments have contributed indirectly, but materially to the improvement of common schools, viz:

1 They have led employers to consider the importance of having better qualified teachers.

2 They notify trustees where they may apply for teachers.

3 They create an intimate and salutary connection between academies and common schools.

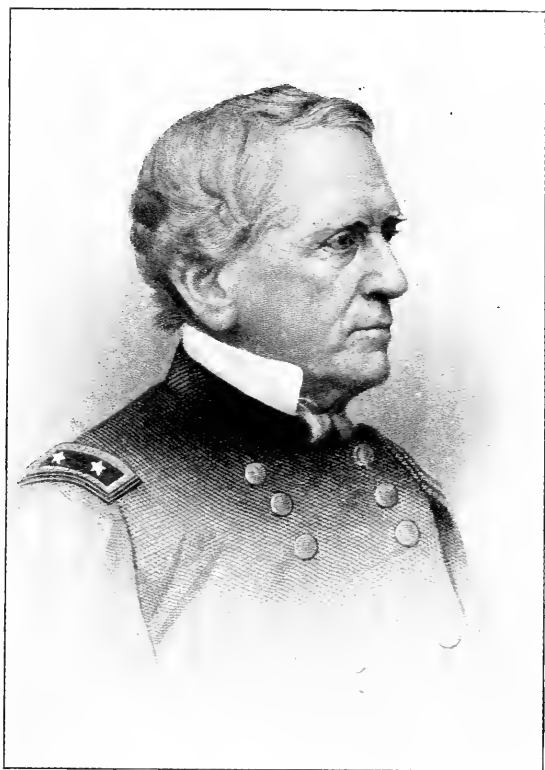
4 They multiply the number of persons who make teaching a temporary pursuit, and render such persons better qualified for their duties.



Alonzo Potter



Hon. Daniel H. Little

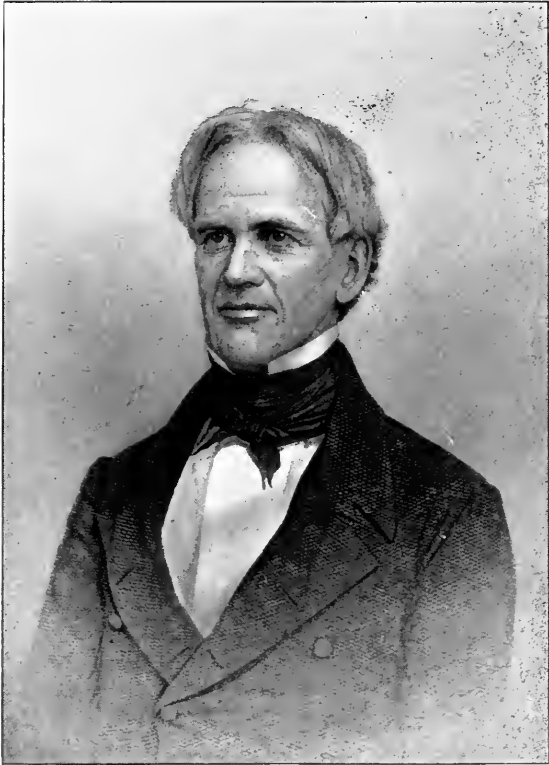


General John A. Dix, Governor of New York, 1873-75

From Memoirs of John A. Dix by Morgan Dix



William H. Seward, Governor of New York, 1839-43
From Messages from the Governors, edited by Charles Z. Lincoln



Horace Mann
From Common School Journal



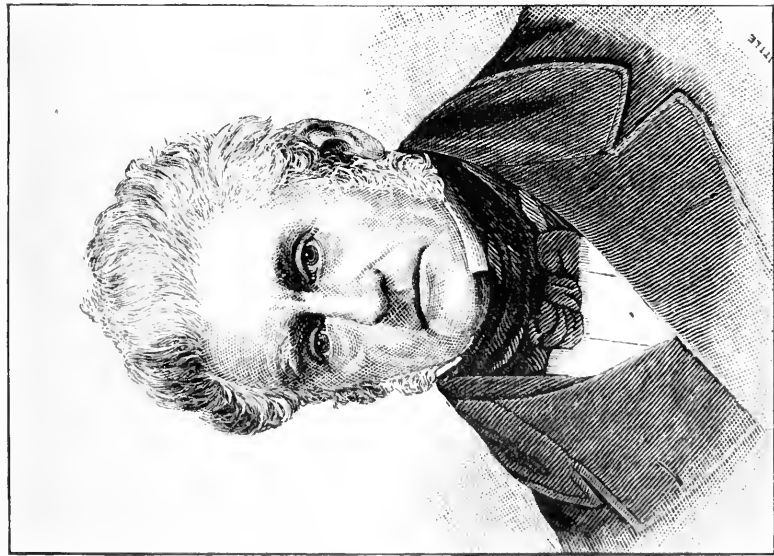
Col. Samuel Young, State Superintendent of Common Schools,
1842-45



George B. Emerson
From Barnard's American Journal of Education



Hon. Calvin Tilden Hulburt



William C. Bouck, Governor of New York, 1843-45



Reuben E. Fenton, Governor of New York, 1865-68



Victor M. Rice, State Superintendent of Public Instruction,
1854-57, 1862-68



Abram B. Weaver, State Superintendent of Public Instruction,
1868-74

5 They increase the number of better informed citizens, especially of such as will take an interest in common schools, and make good inspectors.

6 They make it the interest of all academies to give more attention to the preparation of common school teachers.

Defects, etc.

Having been requested to suggest for your consideration any defects which may have occurred to me, with the appropriate remedies, I would remark, that there seem to me to be two classes of defects in the system now under consideration: (1) such as are inherent in the plan of engrafting a department for training teachers on any other seminary, and which of course, in the present instance, do not admit of remedy; (2) such as are merely incidental to existing arrangements, and which may be corrected by experience. Of the first class are the making the teachers department a secondary object—the associating¹ of the pupils of the department with others, by which they are diverted from the intention of teaching, and are precluded from the cultivation of the requisite esprit de corps, and the impossibility of giving the best direction to the studies of the pupils, and more especially of allowing them sufficient opportunity for practice.

In regard to the other class of defects experience seems to have taught that the term of three years, originally prescribed for the course in the teachers department, is too long, and might with advantage be reduced one-third, if not one-half; that the terms of admission ought to be somewhat relaxed as to amount and then more rigidly enforced; that the course of studies ought to be so altered as to render it imperative on every student to pursue the common English branches by way of review after he enters the department, and also to pay more attention to history and the first principles of political ethics and less to mathematics; that in order to increase the number of students in these departments, as well as to induce them to continue their studies longer and to give common schools a stronger claim upon their regard, they should be subjected to no charge for tuition or use of textbooks; that a diploma from the department ought to supersede, in their case, the necessity of an annual examination before inspectors; and that an absolute promise should be exacted from those who have been in the department more than two terms, that on finally leaving it they will teach a common school for the space of at least eight months. I would also suggest that the annual allowance made to these departments might with advantage be increased on condition that they remit all tuition fees and provide more fully for accomplishing the objects proposed; that a plan, which has been suggested, of substituting four departments with much larger allowances for the eight established under the law of 1834, is not unworthy of regard; and that each department ought to be annually visited and inspected. Reasons for several of these suggestions have been already given. The length to which this report has extended must be my apology for not troubling you with others.

I can not conclude this branch of the subject without offering one other suggestion. That much benefit has resulted from the establishment of these

¹In respect to manners and a knowledge of the world, such association is doubtless useful.

departments and that they ought to be continued is, I presume, sufficiently evident. It must be admitted, however, that something more is necessary in order to attain the great end so ardently desired by all in respect to our common schools. Other means of educating teachers can be devised; and acknowledged defects in our existing method of organizing and inspecting schools can be supplied. It should not be forgotten that the most enlightened and strenuous exertions to educate teachers must prove comparatively fruitless, unless we can render our schools attractive. If Prussia and Holland have regenerated their systems of public instruction, it has been accomplished by invoking the strong arm of the government not only to train up teachers but also to provide them with certain employment and adequate support, as well as to insure the proper discharge of their duties. Not even Prussian teachers, moderate as their desires may be, and hemmed in by competition, as in that populous country must they be, not even they would be likely to devote themselves to the precarious employment and scanty subsistence which await the common school teacher in our land. It should be considered, also, that the subject is invested in this country with peculiar difficulties, both physical and moral; that while the people of European countries are grouped together in hamlets and villages, thus facilitating the formation of schools of different size, ours are sparsely scattered over large districts; and that results, which in centralized monarchies are attained by the all-powerful will of the sovereign, must be achieved here by the slow progress of public opinion. These considerations are referred to in order to show that this great work is one which requires patience; that it ought everywhere to be the subject of animated but candid discussion, and that instead of relying upon one favorite expedient, we should apply to all parts of the system the necessary correctives. Several of these correctives have already received at your hands a favorable notice,¹ and I proposed, when I commenced, to have suggested in this place one or two others which, though not connected directly with the education of teachers, may be worthy of some consideration. I pass, however, to another, more pertinent to the subject of this report.

The principal evil connected with our present means of training teachers is, that they contribute to supply instructors for select rather than for common schools; and that for want of special exercises, they perform even that work imperfectly. I would suggest whether some means might not be adopted for training a class of teachers with more especial reference to country common schools, and to primary schools in villages and cities—teachers whose attainments should not extend much beyond the common English branches, but whose minds should be awakened by proper influence—who should be made familiar by practice with the best modes of teaching—and who should come under strong obligations to teach for at least two or three years. In Prussia and France, normal schools are supported at the public expense; most of the pupils receive both board and tuition gratuitously: but at the close of the course they give bonds to refund the whole amount received, unless they teach under the direction of the government for a certain number of years. That such schools, devoted exclusively

¹See report of the Superintendent of Common Schools made to the Legislature, April 14, 1840—transmitting abstracts of the reports of county visitors, in which he recommends the appointment of deputy superintendents in the several counties, the abolition of the office of town-inspector, grades of schools in cities and villages, etc. etc.

to the preparation of teaching, have some advantages over any other method, is sufficiently apparent from the experience of other nations; and it has occurred to me that as supplementary to our present system, the establishment of one in this State might be eminently useful. If placed under proper auspices, and located near the capital, where it could enjoy the supervision of the Superintendent of Common Schools, and be visited by the members of the Legislature, it might contribute in many ways to raise the tone of instruction throughout the State. A course of one year, divided between study and exercises in model schools, would be sufficient to qualify the pupils for the particular kind of teaching in view; and they would then carry the awakening influence of their instructions and example to the very districts in which it is most needed. To show how much can be accomplished in a brief space of time by such a system of training, I beg leave to insert the following extract from the minutes of evidence taken about three years since, before a committee of the House of Lords (England) in regard to the national school system for Ireland. It is from the examination of the Rev. Eugene Congdon.

"What kind of schoolmaster have you? I have one who has been instructed under the board; and that schoolmaster has been of such use to me that I find the greatest possible advantage, satisfaction and comfort with his services. I have put other teachers, male and female, under his tuition for some time, and he has prepared them in the same manner that he has been himself prepared, and thereby I find the business of the schools carried on very well.

"Was he educated in the model school of the National Board in Dublin? He was there for three months.

"Do you think he was much improved by that education? He has been improved so far that it is a matter of astonishment to me how children, from the lowest ignorance of nature, almost, are in three quarters of a year, under his tuition, not only able to spell and write, but absolutely able to calculate with as much precision and accuracy as persons that have been for years at school before.

"Where was he brought up? When I got permission from the board to send a person forward for tuition, I advertised for persons that would be fit and proper. A number presented themselves. I selected this man, of the name of Casey. I sent him to Dublin, and he returned to me afterwards with the approbation of the board, and with a token of their kindness, in giving him some books.

"Is Ballyduff school in your district? It is.

"Is it a good school? He is master of it; and I do not think there is in Ireland a better working school. I suppose at this moment he has above 300 boys in the school. It is a mountainous district, situated between the town of Lismore and Fermoy and Tallow."

When it is considered that teaching is an art, and that both its practice and principles may be acquired, under proper tuition more rapidly and more perfectly than in any other way, it becomes evident that a seminary devoted to this work and under the direction of those who, to the requisite attainments and skill, add a deep and untiring interest in the object, might be of incalculable service. It is believed that such a seminary, capable of sending forth one hundred teachers annually, might be sustained for five years at an

expense of not more than sixty thousand dollars, or twelve thousand dollars annually; and that the graduates might be dispersed throughout the State, and having been trained solely at its expense, might, by judicious regulations be enlisted in teaching common schools for a period sufficiently long at least to enable them to repay to the public the benefit which they have received. Within five years the relative value of the system might be clearly tested, and ulterior measures be taken accordingly.

Conclusion

I can not close this report without reverting to the fact that with all the imperfections of our system of public instruction, there is still much ground for hope and congratulation. That nearly all our children are taught to read and write is, in a country where the spirit of self-education is so active and universal, occasion for the greatest encouragement. By this means access is opened to the exhaustless stores of knowledge and religion laid up in books, and though there is current, doubtless, much pernicious or unprofitable reading, yet I can not but adopt the sentiment, that among a people accustomed, as ours are, to test principles by practice, error must prove comparatively harmless, so long as reason is left free to combat it. The energy and earnest desire of improvement which pervades our whole social system enables us to derive great results from means apparently the most inadequate; and hence, with a system of education which, when compared with that of Prussia, seems meager and inefficient in the extreme, there yet prevails among us an average intelligence which will compare advantageously with that of the best instructed people in Europe. There, education comes from without and is wrought into the mind by a slow and laborious process. Here, it is in a great measure self-originated, and though in many respects incomplete is yet full of life and vigor. I advert to this, not as a ground for national self-complacency, but as reason for renewed efforts after improvement. With us there is no danger that our people will be overeducated, so as to repress or weaken the native springs of energy. Nor it is likely that in the great work of education the agency of the government can ever supersede that of the people. On their individual cooperation must all wise plans be dependent for their success; and it is evident that nothing but the deep, enlightened and abiding interest of the whole people in such plans, can place them, when once adopted, beyond the reach of party vicissitudes and enable them to survive the shock of party conflicts. It is, indeed, most encouraging that thus far each party in succession has adopted our common schools — our seminaries for higher learning and those philanthropic institutions through which the people of this State have proclaimed to the world their united interest in the work of humanity. Thus may it ever be. Ever may we present to mankind the example of a people, who, in perfecting systems of general improvement, exhibit for themselves, as large and enlightened a wisdom, as sovereigns have exhibited in behalf of their subjects; and who in providing for the perpetuity of knowledge and virtue among their children and children's children, show that they are worthy, indeed, to be entrusted with self-government.

I am, dear sir, with the utmost respect.

Yours truly

January 1841

ALONZO POTTER

Report of Hon. D. H. Little

To the Hon. John C. Spencer

Superintendent of Common Schools:

In pursuance of my appointment from the Superintendent of Common Schools, as visitor of certain academies in this State, I would respectfully report:

That I have visited the following academies, viz: Canandaigua Academy, Rochester Collegiate Institute, Genesee Wesleyan Seminary and Ithaca Academy. I have endeavored to follow the instructions of the Superintendent accompanying my appointment, and to discharge the duties assigned me in such a way as would be most likely to accomplish the object proposed.

In order that I might see the departments for the instruction of teachers of common schools, in their usual working condition, I did not give previous notice of my intention to visit any particular academy. I usually pursued, the following mode in my visits: I first called on the principal and endeavored to draw out from him a full and frank expression of his views of the system, and of the difficulties it had to encounter. I inquired of him as to the mode in which the department was conducted, the studies pursued, etc. I then examined, apart from the teacher, some of the oldest and most advanced of the pupils as to their objects in entering the department; its advantages and defects, etc. after which, when it was practicable, I had the class assembled, and with the aid of the teacher examined them upon the branches taught them, and as to their views upon subjects connected with teaching; and closed my visit with an endeavor to make some suggestions for their improvement; and to leave the impression upon their minds, that in becoming teachers, they would enter upon a very responsible, interesting and useful field of labor. I conveyed to them the idea that vigorous efforts were about being made, greatly to elevate the standard of common schools in this State; and that the success of those efforts would very much depend upon the young men educated in these departments; and showed them that the influence they might, and necessarily would exert, as teachers, by availing themselves of the advantages these departments afforded them, would be very great.

I first visited the Canandaigua Academy. The teachers department in that institution was organized in 1835, and at an expense of \$500. Each member of the class is required to subscribe a paper, expressing his intention to prepare himself for school teaching. The course of studies is that recommended by the Superintendent; and familiar lectures are given by the teacher on subjects connected with this course. The price of tuition is \$4 per quarter, and a credit is given for tuition, until the student can earn it by teaching. No other inducements are offered young men to enter the department, except the facilities afforded for improvement. The pupils have no opportunity for practice in teaching, while connected with the institution. The greatest number of pupils at any one time, is forty; the average number thirty. None of the pupils have gone entirely through the course of studies prescribed; but about twenty-five have very nearly completed the course. I could not ascertain the number from this institution that had actually become teachers. The principal knew of several, but could not state the number.

The students of this department have the aid of a very able teacher in elocution, and are well practised in reading. They have great advantages in this respect.

I next visited the Rochester Collegiate Institute. My duties there were very soon discharged. Upon presenting my credentials to the principal of that institution, I was informed that there was no department for the instruction of common school teachers in the institution. The reasons given were, that the institution did not feel under any obligation to keep up the department, inasmuch as they did not receive \$700 the last year, and no students for that department offered themselves. The principal expressed and manifested a deep interest in the common school system; but had objections to the organization of these departments. I requested him to communicate his views upon the subject to the Superintendent. He is in favor of increasing the number of departments under the law of 1834, and repealing the law of 1838, which requires academies in certain cases to sustain a department, but makes them no additional allowance therefor.

At the Genesee Wesleyan Seminary, I found a department for the instruction of teachers of common schools organized, and in full and successful operation. The department was organized in July 1838, at an expense of \$500. The greatest number of pupils in the department in any one year, was 165; the average number 114. When I was there, there were 98 males and 22 females connected with it. The average length of time the pupils remain in the department, is one year and a half. The price of tuition is \$5 per quarter; the same as charged for the higher branches to other pupils. The only inducement offered to enter the department, is the facilities it affords to those wishing to become teachers, to qualify themselves for that office. They pursue the course of studies required by the Superintendent. Lectures are given to the class, and they are practised in reading. Some of the young men have taught school near the institution; in which cases they have been visited by the teacher of the department, and have had the benefit of his suggestions. I am informed that about two-thirds of the young men in this department have been engaged in teaching; and about fifty have gone through the course of studies prescribed.

At the Ithaca Academy I have to report that I found no regularly organized department for the instruction of teachers of common schools; or if there is one, it is not in operation. No expense has been incurred in the organization of such department. I understood from the principal that no pupils had offered to enter; and that no inducements could be held out for any to do so, as the price of tuition, and the instruction would be the same for them as for other pupils in the institution. The principal has many objections to the system; and as he appeared to take a deep interest in the subject of common schools, and to have bestowed much attention upon it, I solicited him to submit his views in full, in writing, and send them to the Superintendent, or to myself. He gave me some encouragement to hope that he would do so, but I have not as yet heard from him.

From the very limited opportunity I have had for observation, having visited but two academies in which the teachers departments are in operation, I can hardly form an opinion as to the system; but feel inclined to concur fully in the opinion expressed by the Superintendent, that the establishment of these departments has exerted a favorable influence upon the character

and qualifications of teachers. It must have the effect of elevating the standard of their qualifications, inasmuch as it increases the number of those who are supplied with the means of improvement. Should the young men educated in these departments, avail themselves of the advantages thus afforded them (and from the examination I have made, I am of the opinion that they do), they will be enabled so to discharge their duties, as to enforce the conviction upon the minds of parents, that a competent teacher, although much higher wages are paid him, is far the cheapest in the end. Of this fact I have no doubt; and I know of no way so effectual to convince the community of it, as actual experiment. Young men fitted in these departments have been able to command wages varying from four to seven dollars per month more than are usually paid, and have, as far as I can learn, given general satisfaction. Those going out from these departments, even if they do not make teaching their employment, will be likely to take a deep interest in common schools, and will be able in many ways to promote the interests of the system, and to exert a salutary influence upon the cause, wherever they may be located.

The departments, as now organized, I doubt not, offer many inducements to young men intending to become teachers, to enter them; but I have doubted whether greater pecuniary inducements ought not to be offered. I do not know that the aid bestowed by the State, enables the trustees to do anything more than to secure to the department the services of competent instructors; but I would respectfully submit, whether those departments ought not to be so organized, as that the tuition shall be gratis, or at least less than the pupils in other departments in the same institution are required to pay? If sufficient aid is not given to enable the institution to do this, ought not more to be extended? In the institutions visited by me the same amount of tuition is charged to students in this, as in the other departments of the same grade of studies.

The very intelligent principal of the Canandaigua Academy, made some suggestions, which were favorably received. He informed me that he had submitted them to the Superintendent in his report to him. I need not, therefore, repeat them here.

From the observations made in my visits, I judge that those academies required by the law of 1838, to organize departments for the instruction of teachers, look with a jealous eye upon those which have departments formed under the law of 1834. They consider the distinction unjust and invidious. It has been suggested that there should be but one class of these departments in the various academies of the State; that the number of those established by virtue of the law of 1834, should be increased, and the law of 1838 repealed. The suggestion may be worthy of consideration.

It has also been suggested that these departments be wholly abolished, and two or more academies be established, solely for the instruction of teachers. I do not favorably entertain the suggestion, for the reason, among others, that it would require an useless expenditure of funds. Many, and indeed most of the studies, necessary to be taught, to a person fitting for a teacher, are the same as those pursued by other students. I submit the suggestion however, to the Superintendent, that those making it may have the benefit of it.

I would ask leave respectfully to submit to the consideration of the Superintendent, whether some provision ought not to be made by which the academies having these departments shall be visited at least once a year. It seems to me that it is very desirable, and indeed necessary. However desirable it might and would be, to have the Superintendent in person, examine them, yet it can not be expected of him; nor can it be expected that he will, out of his already scanty salary, employ others to perform this labor. And although there are many who feel a deep interest in the cause of education and would be willing to do much to promote it; still, I very much doubt whether the Superintendent would be able as often as may be necessary, to find those qualified for the discharge of its duties, to undertake a labor that has no other reward than the consciousness of being engaged in a good cause.

I very much regret that I have not been able to render more service, by virtue of the appointment with which the Superintendent has thought proper to honor me. I am truly conscious that I have rendered but little aid in this good cause; but I can as truly say, that what I have done, has been most cordially undertaken; and I should be most happy, if in any way I could render my services available to the advancement of the great objects in view.

Respectfully submitted,

D. H. LITTLE

Cherry-Valley, Dec. 5, 1840

Superintendent Spencer, however, was not in accord with the reports made by these eminent men whom he had selected to examine the system in vogue for the training of teachers for the public schools of the State. During his official career, Superintendent Spencer had been a strong supporter of the plan providing for the training of teachers in the academies which had been in operation for many years. The report of Doctor Potter condemned this system and recommended the establishment of a state normal school. In his report to the Legislature for 1841 Superintendent Spencer still adhered to the plan which he had formerly favored. He maintained that training classes were improving, that they were rendering a greater service than ever before, and that if the system of training teachers were properly developed an adequate supply of competent teachers would be provided through these institutions. In such report Superintendent Spencer said:

Desirous of knowing the practical operation of these departments, two gentlemen of eminent ability and peculiar qualifications for the task, were, during the past year, appointed by the Superintendent to visit such academies as their time and convenience would permit, for the purpose of personally examining the departments established in them, and reporting their condition. Particular subjects of inquiry were indicated to them, and they were desired to make such suggestions to instructors and pupils, as they

deemed expedient. These gentlemen were Professor Potter of Union College, and David H. Little, Esq. of Cherry Valley, who generously devoted considerable time to the employment, and at their own expense visited several academies. Their reports are in the appendix marked L, and are entitled to and will doubtless receive the most careful consideration. That of Professor Potter, himself an able and accomplished teacher, for many years a close observer of the actual operation of our system, and one of the most devoted friends of primary education, is more extended and contains many suggestions of a practical character for the benefit of instructors, and some profound and most valuable reflections upon the means of giving to our schools the greatest efficiency. Several improvements recommended by him, are within the competency of this department, and will be adopted, particularly those relating to the qualifications of pupils on entering the department, and the length of time they are to remain. Others are within the province of the Regents of the University.

The advantage of such inspections, to the institutions themselves, to the Legislature, to all officers connected with the system, and to the whole community, from the authentic and accurate information they impart, are most evident. And the Superintendent can not too earnestly urge a legislative provision for defraying the expense of future visitations of the same character. There is as little propriety in asking, as there is reason for expecting, that such services will be permanently rendered gratuitously.

From all the information received, the Superintendent is convinced that there has been a decided improvement in these departments. The standard of instruction in their vicinity has been raised, the desire for competent instructors has increased, their wages have advanced, the demand for them has augmented, and a general influence in favor of primary education, of the most salutary character, has been diffused.

In the judgment of the Superintendent these departments ought not to be abandoned, but should be sustained and encouraged, and the means for establishing a large number in other academies, should be provided. They, with the other academies and with the colleges of the State, furnish the supply of teachers indispensable to the maintenance of our schools. And to withdraw from those seminaries which have incurred expenses in the establishment of these departments, the proffered aid which was the inducement to that expense, would be as unjust as it would be injurious.

Normal schools, which are so strongly urged by some, must after all be essentially like these departments and the academies in which they are established. There must be a board of managers or trustees, teachers, a building, books and apparatus. These are already furnished by the existing academies; and there can be no intrinsic defect in them which should prevent their being made as useful as any normal schools. The change of name will not change the real nature of the institution. The sum of money which would be requisite to purchase ground, erect buildings for one normal school, and fit them for the purpose, would enable at least ten academies to maintain similar schools in buildings already prepared, and under managers already organized. The Superintendent does not mean to underrate those schools nor to depreciate the benevolent motives of those who recommend them. He acknowledges, and indeed earnestly urges, the inestimable value and absolute necessity of institutions in which our youth may be prepared

for the business of teaching. But he would use the means we already have at hand for the purpose, without incurring what seems to him the needless expense of providing others of a similar character. He would respectfully recommend the extension of the public patronage to all the academies in the State, to enable them to establish teachers departments, and in those counties where there are no academies, the establishment of normal schools. For the latter purpose there might be a provision authorizing the boards of supervisors in such counties to raise the necessary sums to procure suitable grounds, and erect proper buildings; and upon their being completed, appropriating from the funds of the State a sufficient sum to employ competent teachers. The government of such institutions might be vested in trustees to be appointed by the supervisors; but they should be required to report to the Superintendent, and should be subject to the like regulations as now exist or may hereafter be made for similar departments in academies.

And the Superintendent would also respectfully renew the suggestion contained in his last annual report, to make it the interest of those who intend to become teachers, to avail themselves of these departments and schools, by a provision that a certificate of qualification given by the trustees should constitute the person receiving it a qualified teacher in the common schools of the State, without the necessity of any further certificate from the inspectors of a town; but that the latter might annul such certificate for conduct affecting the moral character of the person holding it, subject to the usual right of appeal to the Superintendent. Such certificates, from the greater confidence that would be reposed in their value, would confer decided advantages on the holders, particularly in the greater facility with which they would obtain employment. Thus, those engaged in the honorable duties of teachers, would be induced to make the business a permanent and steady profession; others would emulate their attainments; neighboring districts would not rest contented with inferior qualifications in their schoolmasters; a higher standard of instruction and a more just compensation would certainly follow.

One model school, or more, might be advantageously established in some central parts of the State, to which teachers and those intending to become such, might repair to acquire the best methods of conducting our common schools.

In referring to the action of Superintendent Spencer, the Massachusetts Common School Journal commented as follows:

In 1840, after two years' further trial of the experiment, Mr Spencer, then State Superintendent of Common Schools, appointed commissioners to visit the beneficiary academies, and to inquire into the working of the plan. Dr A. Potter, then a professor in Union College, now Bishop Potter of Philadelphia, was one of the commissioners. In January 1841, a long report, prepared by him, was published; acknowledging that the academies had rendered some service, he pointed out the intrinsic defects of the system and closed by recommending a normal school. But Mr Spencer, in his report for the same year, pertinaciously adhered to the plan, which, fifteen years before, he had proposed; and he submitted an argument to prove, in spite of all the light of experience, that normal schools were no better for the preparation of teachers, than teachers departments in academies. His remedy was to enlist more academies in the work. Accordingly, in 1841,

eight more academies were designated and called into the service. But nothing could overcome the inherent defects of the system itself; and, after two years' further trial, that enlightened advocate of schools, the Hon. Samuel Young, reported that the whole scheme, "the special qualification of teachers for the common schools," by means of teachers departments in the academies, had "practically failed."

This attempt, so early undertaken and so long persevered in, to supply the want of normal schools, by opening teachers departments in academies, was the most unfortunate step ever taken in New York, on the subject of education. It cost hundreds of thousands of dollars, and lost twenty years of time, after the necessity of more efficient means had become a conviction in the minds of all intelligent men. The progress of more than one entire generation of school children was sacrificed to this disastrous experiment. Precisely the same error and defended, as long as practicable, on the same grounds, had been committed in some parts of Prussia during the last century. Had the projectors and advocates of this plan, in New York, been acquainted with the history and result of the same experiment in Germany, and had they been willing to receive wisdom, gratuitously, from the experience of others, instead of purchasing it at the price of a great misfortune to the State, and discredit to themselves, they would have saved this vast expenditure of money, and this inappreciable loss of time. Yet not wholly unfortunate or useless will the experiment prove, if it shall be the means of deterring other states from a similar course. What was a mistake in New York would now be folly in any other state that shall follow her example.

A vigorous campaign was inaugurated to obtain suitable legislation, which would substitute separate institutions under the specific name of normal schools for the classes known as "training classes" which had been maintained in the academies. There had been a change in the office of State Superintendent of Common Schools. Col. Samuel Young had succeeded Superintendent Spencer. Superintendent Young took command of this movement and had the support of Governors Seward and Bouck. He not only made speeches throughout the State in support of the establishment of normal schools and discussed the question in his annual reports, but he also caused the question to be presented at a meeting of the Deputy Superintendents of Common Schools held at Utica in 1842 and at a meeting of the State Association of County Superintendents of Common Schools held at Albany in 1843.

The convention of Deputy Superintendents held at Utica in May 1842 was one of the notable educational conventions of this State. Judge Jabez D. Hammond of Otsego county presided over the deliberations. In addition to the deputy superintendents, there were in attendance on this convention General John A. Dix, a former State Superintendent and who later became Secretary of State,

Secretary of War, and Governor of the State, and Hon. John C. Spencer, also a former State Superintendent who was at the time of this convention Secretary of War. There were also in attendance on this convention Horace Mann and George B. Emerson of Massachusetts, and Rev. William Gallaudet of Connecticut. Mr Mann, Mr Emerson and Mr Gallaudet had come to attend this convention on the invitation of State Superintendent Young. Their interest in normal schools was well known, and it was the purpose of Colonel Young to have these gentlemen present to the New York convention their views on the method of training teachers and their experience in such work in their home states. A very complete report of this convention will be found in the District School Journal for June 1842, and in the Albany Argus of May 17 to 19, 1842.

The president of the convention appointed Superintendent King of Kings county, Francis Dwight of Albany, and Superintendent Hough of Montgomery county a committee on normal schools. This committee reported the following resolution :

Resolved, That whereas, experience has fully shown both the efficiency and the importance of institutions for the instruction of teachers; we therefore respectfully request the Superintendent of Common Schools to consider the expediency of taking such measures as will enable New York, as well as Massachusetts, to test their usefulness and enjoy their benefits.

This resolution did not specifically recommend the establishment of state normal schools. Nevertheless, in view of the discussion which took place, it is fair to say that the committee intended this report to mean that such institutions should be established. The main issue was squarely presented in this discussion as to whether the academies should continue to train teachers or whether separate institutions should be established for that purpose. The following resolution offered by Mr Barlow of Madison county was substituted for the resolution reported by the committee :

Resolved, That the attention of the Superintendent be respectfully requested to the question whether the establishment of normal schools will be beneficial to the cause of popular education.

Even this resolution did not specifically favor the establishment of state normal schools. It simply directed the attention of the State Superintendent to the question as to whether or not the establishment of such schools would be beneficial to the cause of popular education. The discussion was thorough, entertaining and

to the point at issue. Mr Dwight of Albany finally moved a further amendment favoring the establishment of one normal school. This amendment was adopted.

The state convention of county superintendents convened at Albany on May 17, 1843. The president of the convention appointed a committee on normal schools consisting of Jacob S. Denman of Tompkins county, Flavel B. Sprague of Fulton county and Lewis R. Palmer of Otsego county. Superintendent Denman, the chairman of the committee, as stated in the chapter on "Teachers Institutes" in this report, was the founder of such institutes in this State and had taken a deep interest in all matters pertaining to the training of teachers. The record shows that Governor William C. Bouck also attended the convention and addressed it.

This convention did not consider the question of the establishment of separate institutions to be known as "normal schools" on the broad plan that the convention of 1842 at Utica considered that question. The general discussion was to the effect that the training of teachers was one of the great needs in the development of the public school system. Teachers institutes, the training of teachers in the academies, the associations of teachers for the general discussion of educational problems, were favored. The literature relating to this convention and other literature of that period relating to training classes show that in many cases the training classes maintained in academies were referred to as "normal classes," "normal schools," etc. The discussions participated in by State Superintendent Young, and by County Superintendents Denman, Rochester and others indicate that the system in operation to provide teachers for the common schools was unsatisfactory and inadequate.

Superintendent Young based his argument in support of a state normal school upon the achievements of training schools maintained in New York City, which were called normal schools. He wrote of these schools as follows:

Greatly conducive to this order, to the uniformity and excellence of the teaching, and also to the general efficiency of the teachers in the employment of the Public School Society, are the normal schools under their charge; the crowning glory of their noble institution. These normal schools — schools for the instruction and general training of teachers — were begun eight years ago. In each of the upper public schools, there are a principal and an assistant teacher, and two monitors under pay. The primary schools have a female teacher at the head, and from one to three monitors, according to the size of the school. The schools are all open five days in the

week; being closed on Saturdays. There are three normal schools; one for white females; one for white males; and a third for colored females. The monitors of all the schools receiving salaries, public and primary, are required to attend the normal schools; and the assistant teachers of the upper schools, and the teachers of the primaries, are invited to attend. Such of the pupils of the ninth class of the upper schools, as from peculiar intelligence, industry, and decided tastes for the pursuits of learning, may be recommended by the teachers, as solicitous of such advantages, are also admitted. These in the normal schools are denominated "cadets," and those qualified by advancement and desirous of such a station are appointed as monitors under pay. When duly prepared by limited examination, before the committee, they are, if approved, promoted to the station of "passed monitors," and continuing their course of instruction, are in a regular progress of promotion to assistant teachers, after a full examination by the committee, and thence to the rank of principal. The white female normal school is held every Saturday, from nine o'clock a. m. to two p. m. It has now about one hundred and fifty scholars in attendance, divided into five classes, occupying separate rooms, and under as many teachers; three of whom are males and two females. The design of this school is to impart thorough instruction in all the branches of knowledge, which the pupils may be required to teach in the public schools. And to this end the course has thus far been limited; comprehending, therefore, little more than grammar, geography, arithmetic and astronomy. Instruction is likewise given to the females of this department in algebra, geometry, and trigonometry. Should the society not be interrupted in its career, gratifying in the retrospect, and glorious if unobstructed in its prospects, it is proposed to extend this course of instruction, and perhaps to introduce systematic courses of lectures on the natural sciences, or the best methods of education.

The normal school for males numbers about thirty pupils. It has two teachers. The course of instruction is much the same as in the female school, more attention being given, however, to mathematics, including the higher analyses, and analytical trigonometry. During six months in the year, this school is open five evenings in the week; but during the other six months, only on Saturdays.

The school for colored females is very small, though it has a very competent white instructor.

Thus many of the assistant teachers, and all the monitors in the service of the society, are employed five days in each week, in the discharge of their duties in the public and primary schools, acquiring practical knowledge and experience daily, while they have the advantages of the normal schools for the improvement of their own minds. The experiment has thus far been attended with the most satisfactory results. The monitors thus in training, are continually becoming better qualified for the discharge of their immediate duties, and ultimately for the station of principal teachers. The standard of teaching is high; and several of the "boys" of these public common schools, with the farther advantages of the normal schools, have grown to a highly respectable rank as mathematicians. Numbers of teachers, from these schools, have been supplied for other places; and it is my intention, in the organization of district schools under the new law, whenever any such schools shall be opened, to obtain teachers, if possible, who have been fitted

for the responsible work in these normal schools. And here allow me to suggest whether normal schools can not be advantageously opened in Albany, and perhaps in a few more of the inland cities — such for example, as Troy, Utica, Rochester and Buffalo? I very well know that the object is not attainable in the smaller villages; but wherever a dozen teachers and monitors of schools could conveniently meet together two or three evenings a week, or perhaps only upon Saturdays, I am persuaded that vast benefits to the cause of popular education would ensue.

In his annual report of 1844 he said:

In the last annual report from this department, the subject of normal schools was brought before the Legislature; and it was proposed that the money bestowed on sixteen academies, for the purpose of sustaining teachers departments, should be divided into four parts of \$1200 each, and applied to the establishment of four normal schools, to be connected with four academies in different sections of the State. In conformity with this suggestion the Regents of the University withheld from the sixteen academies in which teachers departments had been established, the sums which they had previously received. During the last season a very extensive correspondence with many individuals in respect to the establishment of these schools has been had, and numerous applications from academies to be selected for this purpose, have been made. The result of the examinations which during the last year have been made on this subject, has satisfactorily established the fact that four normal schools, although connected with academies, and subjected to no expense for rent, or for ordinary academic apparatus, can not be established and maintained with an annual appropriation of \$1200 to each. A first-rate teacher in such an establishment can not be procured short of \$1500 a year; and it is believed that at the commencement of the system, none but the very best should be employed. A different course might lead to a failure; and thus one of the greatest improvements in modern times might be indefinitely postponed.

The establishment of a normal school was urged upon members of the Legislature by State Superintendent Young. Associated with him was the Hon. C. T. Hulburd of St Lawrence county, chairman of the committee of the Assembly on colleges, academies and common schools. Mr Hulburd made a careful study of the history and development of state normal schools in foreign countries and of what had been undertaken in this country toward the professional training of teachers. He submitted to the Legislature on March 22, 1844, a comprehensive report on this subject. Such report will be found in the Assembly Documents of 1844, volume 5. With this report he submitted a proposed bill for the establishment of a state normal school at Albany. His complete report covers 70 printed pages. The following extracts are taken therefrom:

From an examination of these reports, the Superintendent comes to the conclusion that "these departments ought not to be abandoned, but sustained and encouraged, and the means of establishing a large number in

other academies provided. They, *with the other academies* and colleges of the State, furnish the supply of teachers indispensable to the maintenance of our schools." He recommends "the extension of the public patronage to all the academies in the State, to enable them to establish teachers departments; and in those counties where there are no academies, the establishment of *normal schools*." "*One model school or more*," he thinks "might be advantageously established in some central parts of the State, to which teachers, and those intending to be such, might repair to acquire the best methods of conducting our common schools."

By a resolution adopted by the Regents of the University, on the 4th of May of the same year, eight additional academies were designated for the establishment and maintenance of teachers departments; and the appropriation to each of the institutions in which such departments had been organized by the Regents, reduced to \$300 per annum. At this period, including the academies which were required, under the act of 1838, to maintain such departments in consequence of the receipt of a specified portion of the literature fund, the number of academies in which departments for the education of teachers were organized, was twenty-three, and the number of students taught in them about six hundred.

In the spring of 1843 these departments were discontinued by the Regents, with the view of maturing a more efficient system, by the reduction of the number to four, and a proportional increase of the funds appropriated to each; but for reasons which have been referred to in the annual report of the Superintendent of Common Schools for the present year, no designation of academies has yet been made for this purpose.

From this recapitulation, it will appear that the principal reliance of the friends and supporters of the common schools, for an adequate supply of teachers, has, from a very early period, been upon the academies; that the inability of the latter to supply this demand, induced, in 1827, an increase of \$150,000 of the fund, applicable to their support; and this for the express purpose of enabling them to accomplish this object; that the Regents of the University, the guardians of these institutions, characterized this increase of the fund as an unwonted and "extraordinary" act of liberality on the part of the State toward them—explicitly recognized the condition, or rather the avowed *expectations* on which it was granted—accepted the trust, and undertook to perform those conditions, and to fulfill those expectations; that, to use the language of one of the superintendents, "the design of the law was not sustained by the measures necessary to give it the form and effect of a system"; that to remedy this evil, one academy was specially designated in each senate district, with an endowment of \$500 to provide the necessary means and facilities of instruction, and an annual appropriation of \$400, for the maintenance of a department for the education of teachers; and soon afterwards the sum of \$28,000 added to the literature fund from the avails of the U. S. deposit fund, while eight additional academies were required to organize and maintain similar departments; that, finally, the number of these departments was augmented to twenty-three, and every exertion put forth to secure the great results originally contemplated in their establishment—and that in the judgment of successive Superintendents of Common Schools, the Regents of the University and the most

eminent and practical friends of education throughout the State, these institutions whether considered in the aggregate or with reference to those specially designated, from time to time, for the performance of this important duty, of supplying the common schools with competent teachers, have not succeeded in the accomplishment of that object. Having, therefore, to revert again to the language of the Superintendent before referred to, "proved inadequate to the ends proposed," may not now "*a change of plan*" be insisted on without being open to the objection of abandoning a system which has not been fairly tested?" And have the academies any just reason to complain, if they are not longer permitted to enjoy undiminished the liberal appropriations conferred upon them by the State *for a specific* object—an object which they have not been able satisfactorily to accomplish?

It will not have escaped observation that for a series of years the necessity of having better qualified teachers has been freely expressed, and the legislative obligation to make adequate provision to obtain them, has been frequently recognized; and while it has been hoped that the academies would be made to meet this general call, it has been admitted by all whose attention has been directed to the subject, that there was a class of foreign institutions which, if they could be modified and adopted to our republican principles, would do something toward supplying this demand.

When in 1835 the Regents came to the conclusion that a sufficient number of well-qualified teachers could be obtained by engrafting a department for their education upon the academies, and that this course was "more advantageous" than to create separate seminaries—it was predicted by several eminent educationists of Ohio, Connecticut, and Massachusetts, that the plan would fail of realizing the expectations of its advocates.

The Honorable Mr Mann of Massachusetts, in giving his views on the subject in 1839, concluded with this remark: "On the whole, the pursuits and the objects of a common academical class are so different from those of a normal one, that it would seem to us that the two can be far more successfully prosecuted separately than together." A distinguished citizen of Pennsylvania thus expressed himself more recently: "False economy has often attempted to provide for the education of primary teachers, by making the teachers seminary an appendage to a high school or an academy. Thirty years ago this arrangement was not uncommon in Germany, and later the experiment has been tried in the State of New York; but, as might be seen, by this system the end desired is not attained. Supposing the teachers of such academies qualified to discharge the double duties of their station, they lack both the time and the strength. There is a constant tendency to melt both departments into one, whereby either the seminary or the academy is extinguished. The elements of the two institutions are of too different a nature to admit of a union. A common discipline for both is seldom suitable—a common instruction, never. In those branches of instruction suitable to both, the teacher will find a thousand occasions to illustrate and explain the principles of method, and for remarks valuable to the pupils of the seminary, but which are entirely out of place to the pupils of the academy. . . . Everything depends on making the seminaries for teachers separate and independent establishments, with a careful provision for a thorough, theoretical and practical preparation for all the duties of the common school." . . .

Although from this hasty view of the establishment and operation of normal schools in Europe, they would seem to be so indispensable in a well-matured educational system, as to be founded and sustained by any intelligent government desirous of a thorough education of its people; yet with two exceptions, their introduction to this continent has been the unaided achievement of individual enterprise and benevolence.

Their establishment has been repeatedly recommended by the educational officer in Pennsylvania. In the sixth annual report of the Hon. Francis R. Shunk, Superintendent of Common Schools, made to the Pennsylvania Legislature, March 3d, 1840, he says: "A more effectual method to increase the number of teachers, and to furnish facilities for extending the knowledge of the art of teaching, and improving this department of public instruction is by the establishment of teachers seminaries, commonly called normal schools." In his next annual report of 1841, the same officer says: "The most obvious and direct means of providing competent teachers, is by the establishment of seminaries for their instruction. *A community, in order to appreciate and compensate good teachers adequately, should be enlightened by the happy efforts of their labors; a result which can never be produced by those who are inefficient and incompetent.*" In his report of January 1842, he renewed his suggestions of the importance of these seminaries for instructing teachers. The government has, however, never made an appropriation to aid even a normal school, but private munificence and enterprise have established several in the state.

In the annual reports of the trustees of the school fund of the state of New Jersey, 1839 and 1840, the following views are expressed on the subject of normal schools: "*There seems to be but one way in which a supply of good teachers can be secured. They must be trained to the business of teaching. They must be taught the art of teaching. Those who are to instruct others, must themselves be instructed. In short, there must be schools for the education of teachers. . . .* To require that teachers should be examined and licensed, will not answer the purpose. When nearly all are unqualified, there is little room for selection. Their deficiencies in this way may be exposed, but how are they to be corrected?"

In his annual report, January, 1841, the Superintendent of Common Schools of the state of Ohio says: "The establishment of normal schools is the only effectual means for extending the knowledge of the art of teaching, and placing this department of public instruction on that elevated ground that its vast importance demands."

The committee might continue to give these favorable opinions and sanguine recommendations of high official personages, but they content themselves with the general expression, that in nearly all the states where the subject of popular education has in any respect received an attention from public men, at all commensurate with the magnitude of interests involved, the establishment of normal schools has been the invariable means recommended to invigorate and improve common schools. But while state legislatures have generally neglected to test, by experiment, the expediency or practical utility of these institutions—the Canadian Parliament, at its very last session, passed an act providing for their immediate establishment in both the upper and lower provinces.

While other states were deliberating, Massachusetts acted, and now justly claims the honor of first establishing institutions exclusively for teachers, as part of a state system of common school education. But even her action was stimulated by individual liberality. . . .

An important question here arises, how are these institutions regarded in those sections of the state which have had an opportunity of employing the normal scholars as teachers? In looking over the reports of the *town* school officers during the years 1841-42, after these institutions had been in operation little more than three years, *they find not one instance of disapprobation or disappointment expressed*—but they do find many of the reports from seven out of fourteen counties, speak of the normal schools with marked commendation. As specimens, the following are selected: The school committee of the town of Lincoln say, that in one teacher from the normal school they have “had an opportunity of witnessing the effects of teaching upon the teacher; though young and inexperienced, she appeared to understand her place well. There was a directness in her teaching which we too seldom see; she had an object always before her, and was constantly advancing toward it; her object seemed to be to fix the lesson more deeply in the child’s mind,” &c. Another town committee say: “The establishment of normal schools has done much and will do everything to reform the system of teaching if persevered in.” Another says: “If this town could have two or three teachers annually, who had enjoyed the privileges of a normal school, *that* would be of tenfold more benefit to our schools than any other measure that could be adopted.” Another town use these words: “We look for still greater improvement through the agency of the normal schools, or schools for the special education of teachers, whose establishment we hail with great joy. They must soon introduce a new era, by giving *dignity* to the teacher’s *calling*, by bringing into the work minds that are well disciplined and trained, . . . by raising the standard of the teachers’ qualifications, by making good teachers more common, by throwing light along their pathway by diffusing among all the experience and improved methods of all, and by demonstrating how good an education may be given at the common school, when it shall be perfected as a system—by all these means the normal schools will act upon the public schools and through them upon the moral and social condition of the people at large, with the happiest results.” Another town bears this testimony: “Public opinion has grown stronger and stronger in support of these institutions, *till the time has arrived when their opponents are converted into friends, and men of all parties equally unite in commending them to the patronage of every philanthropist in the state.*” We make but one more extract from these reports: “No measure has ever been devised, tending so directly to the improvement of our system of public instruction, as the establishment of these schools. The specific design of them is to prepare teachers for our common schools. The results of the experiment in our own county, (Plymouth) so far as they have had time to appear, have been most satisfactory. We, of this town, have had some means of judging. Five of our young women, and two of our young men have spent, part of them six months, and part of them a year, in the normal school, and have received instructions in all the elementary branches of learning, much more thorough, and much better adapted to enable themselves to teach, than they could have received at any school or academy with which we are acquainted.”

In concluding so much of the report as has particular reference to the normal schools of Massachusetts, the committee would say, that twelve of the normal scholars, all females, are now employed as teachers in the public schools of Boston; that an intelligent school officer, whose duty it is in some districts of the town to select teachers remarked to the chairman, that other things being equal, he *invariably* gave the preference to those teachers who had spent some time at the normal schools; that a year's training *there* was more than equal to three years' experience, the acquirements in other respects being the same in each case. Another school officer remarked that a good teacher from the normal school, *would, and did advance schools in one year*, as far as common teachers did *in two years, or even three years*.

In those schools taught by these and other good teachers, so far as the same were visited, children of 4 and 5 years of age, seemed as interested, attentive and orderly as older scholars; pupils of 6 and 7 years of age, judging by question and blackboard, were as conversant with geography generally, topography, mental and written arithmetic, &c. as those in our district schools who have the advantage of ten additional years.

Such was the origin—such the growth—such the effect—and such is *now* the appreciation of normal schools in the commonwealth of Massachusetts, a commonwealth that last year paid toward educating in its public schools its 184,896 children between the ages of 4 and 16, \$517,215.97, of which \$510,590.02 were raised by a *direct tax*. In the five preceding years its three hundred and eight towns expended in the erection of schoolhouses alone, \$516,122.74.

In this connection more appropriately, perhaps than elsewhere, it may be stated that Massachusetts last year paid its 2414 male teachers, upon an average, each \$32.11 per month—less average board, \$24.35, this is an advance of thirty-three per cent upon 1837; 4301 female teachers each \$12.82—less average board \$7.31, this is an advance of compensation beyond 1837 of over twelve and a half per cent; that the average length of time all the schools were taught was 7 months, 17 days. . . .

In all of this that pertains to the normal student, is there anything so *compulsory*, so *despotic*, as to be abhorrent to our democratic feelings or antagonistic to our republican institutions? Is it anything more than strict justice that the normal pupil should be obligated to return some equivalent for the three years' *gratuitous* education he receives?

But perhaps this view does not present the real difficulties that exist or are supposed to exist; the normal pupil is educated at the public expense upon the supposition that he will not only teach *three years*, but that he will follow teaching as a business, a means of livelihood, a *profession*. With this end in view, the government educates him, examines and determines his qualifications, fixes the minimum of salary that the local authorities can pay him, augments that compensation as occasion requires, when through age or infirmity he becomes incapable of discharging the duties of teacher, he retires with a government pension for his support.

That common school teaching with us is not a *profession*, is a consideration entitled to weight in deliberating upon the propriety of erecting one or more seminaries for the exclusive education of school teachers—a *professional class* of men that here do not exist. But this is only an admission that a defect exists in our system that must be modified or cured before our schools

can become what they should be; it is therefore a negative objection, that rightly understood, should become a positive inducement to the prompt establishment of a seminary. Next to the want of qualifications, is the evil of a constant change of teachers. This evil must exist until we *do* have *professional teachers*, and these we can not have until we have qualified teachers—qualified by education, by *training* as well as experience.

A glance at the tables appended to the annual report of the Superintendent of Common Schools of this year, shows the great extent and prevalence of this evil. The whole number of teachers in the winter schools over 30 years of age, was 803, of which number 666 were males; the number who had taught longer, in the whole, than a year was 4156, of which number 1120 were females; the number who had taught the *same school for one year* was 798, of which 303 were females; the number who had taught the *same school for three years* was 319, of which number 70 were females. In the summer schools the results vary somewhat, the whole number of teachers over 30 years of age was 466, of which number 205 were females; the number who had taught in the whole longer than a year was 3954, of which number 3150 were females; the number who had taught the *same school for one year* was 1163, of which number 911 were females; the number who had taught the *same school three years* was only 311, of which number 145 were females.

There were in October last 10,875 districts in this State, more than 9000 of which change teachers every 12 months; more than two-thirds of that number change teachers every 6 months.

What improvement can be looked for in schools, when change, *change*, is the one unchanging feature?

Experience has long since taught that the frequent change of teachers is the great bane of schools; that when a teacher is "apt to teach," has a good faculty of governing, the school will make much greater proficiency the second term than it can the first. It takes a quick teacher several weeks to become thoroughly acquainted with the various attainments, the dispositions and capacities of each scholar; and without such acquaintance how can he know what incentives are best adapted to spur forward the laggard, to interest the thoughtless, to repress the mischievous? A matter of no trifling consideration, is the fact, that scholars require some opportunity to become acquainted with the ways and mode of instruction of the teacher before they can make all the improvement that the common school is capable of imparting. The reputation of a high school or an academy would soon be frittered away by a constant change of principals once in two or three years, and have district schools no reputation to suffer from the more frequent recurrence of the same course?

We look to the establishment of normal schools as a means of curing or modifying this evil. From town officers, from county superintendents, from the friends of education in all parts of the State, the call has been and yet is long and loud—"give us better qualified teachers"; until that call can be responded to, there will continue to be change of teachers; intelligent districts will not be satisfied with indifferent or poorly qualified teachers; if they chance to engage such once, they will not do it the second time.

If this demand can be supplied with qualified professional teachers, this evil will cease; and such teachers we can only obtain by educating.

It may be said that thus far the supply has equaled the demand, and that it will so continue to do. There are unmistakable signs in various parts of the State, that the nature of that demand is undergoing a change—that the time is coming when teachers' qualifications must be greatly advanced from what many of them now are. It is painful to reflect that the demand for better qualified teachers has already outstripped the supply; and that this supply will now be the work of years. A good teacher can not be prepared as a merchant or manufacturer fills an order for goods. Even Adam Smith excepts education from the mercantile or economical law, that the supply will follow and equal the demand. "In every age, even among the heathen," says Martin Luther, "the necessity has been felt of having good schoolmasters, in order to make anything respectable of a nation. But surely we are not to sit still and wait until they grow up of themselves. We can neither chop them out of wood, nor hew them out of stone. God will work no miracles to furnish that which we have the means to provide. We must, therefore, apply our care and money to *train* up and make them."

One obstacle in the way of making teaching to any extent a profession, has been inadequacy of compensation. But in very many districts, has not the pay been fully equal to the worth of services rendered? Have not very many teachers *felt and acted* the veritable saying of the English dame "*It is but little they pays me, and it is but little I teaches them.*"

It is believed that but very few instances can have occurred in this State where persons have fitted themselves to teach, and had "sufficient ability" to instruct and manage a school, and yet failed to obtain employment and reasonable compensation.

The average monthly compensation of male teachers employed in the winter schools has been \$14.28 exclusive of board; that of female teachers \$7.00; in the summer schools, the male teachers received on the average \$15.00 per month; female teachers \$6.00. These sums are very considerably less than the average paid in Massachusetts for the same services. In that state, teaching is more a profession, more the occupation of manhood and womanhood, than it is in this State. Last year, more than *one-tenth* of all our district schools were taught by teachers "under 18 years of age." Is there any propriety in such inexperienced, immature persons complaining that the average pay in this State, is not a fair equivalent for the *use* of the *capital invested* or for the services rendered? The committee are far from saying the average compensation for *good* teachers is as high as it should be or as it will be when the *average of such* teachers is more general.

Another objection urged against the *profession* of teaching is, that there is not constant employment through the year. The public schools have been taught the past year, on the average 8 months; in two counties, 12 months; in two other counties, 10 and 11 months; the lowest county is Hamilton, where schools have been taught but 5 months; this is one of the newest and most unsettled counties in the State. Is not the employment of 8, 9 or 10 months as continual an employment through the season as most mechanics or artisans obtain? And when teaching becomes an employment, a profession, will not the measure of compensation soon be graduated by not only the fact whether the avocation admits of any diversion of time or labor to other pursuits, but by the superior qualification and annually increasing experience of the teacher?

The Prussian system is based upon the principle that every child must be educated—that in every stage of that education, teaching as an *art* is required as the quickest way to attain the proposed end—to impart the theory and practice of that *art*, government builds suitable edifices, and pensions there the best talents and experience—furnishes the means of maintenance, and then requires its school teachers shall be well versed, theoretically and practically, in the principles of the *art*. These provisions of law have made the teachers, even in the primary or lower schools, a professional class that take rank with that of the clergy or army.

Our own system requires good teachers, but has not supplied adequate means to obtain them. Would not the same means so successful in Prussia produce similar results in this country? Can we expect teaching to become a *profession* until the government does for it what it has for other professions—recognize its candidates as worthy of a special preparatory education, and contribute something toward diminishing the expense of obtaining that education?

Perhaps the most serious obstacle in the way of making teaching a *profession*, remains yet to be noticed—the low estimation in which that occupation is held, especially so much of it as pertains to common schools.

How can this be otherwise so long as so great a proportion of novices, ignoramuses, and incompetents are permitted to hold the station of public teachers?

In too many cases teaching is resorted to by academic and college students merely to eke out a stinted income to aid in completing their studies—by young girls desirous of obtaining the means of *finishing* their education by spending one or two terms at a higher seminary. The ruling motive here is praiseworthy, and far be it from the committee to disparage a youth of scanty means making such efforts to obtain an education; but the fact is nevertheless true that not unfrequently schools suffer by the employment of such teachers. Their minds are intent upon their own studies—to them their hours out of school are devoted; with such the duties in the school-room must and do become secondary considerations; not expecting or designing a permanent connection, there can not be that entire giving up of the whole mind and attention to a temporary occupation, which yet is so essential to ensure success in any employment, and especially in that of teaching school.

There is another class, quite too numerous, whose mercenary motive is not extenuated or relieved by so laudable an object—a class who engage in teaching without any love for the art, without any consideration of the incomputable importance of the trust committed to them—without any object further than to keep scholars and parents from complaining until the school closes. They enter the schoolroom as the eye servant enters the shop or the field to spend the allotted time—to watch for the going down of the sun—to count the hours, the days, the weeks, the months, that must come and go till “the last day” arrives, when the task will be ended and the money be received.

Can such a teacher profit a school? Can such a teacher be respected by his scholars, by his employers, by himself? This class of teachers must disappear before the occupation of teaching can become respectable, sufficiently so to be recognized as a profession. It must come to be more generally understood, and acted upon, that a poor teacher is *very poor*—that all

of necessity are poor teachers who have not taken some pains, spent some time *specially*, to fit themselves for teaching—that great skill and experience are requisite to know how to teach well. By common consent, it is necessary to serve an apprenticeship of years to know how to make a hat, a shoe, a coat, or erect a building, and then the apprentice is admitted and recognized as a “workman,” “a mechanic.” . . .

The State, too, has not regarded as beneath its care, to require that no man shall be recognized as competent to take charge, in its courts of justice, of the property, the reputation, or the life of his fellow men, until he has gone through a course of seven years’ study; three of which is to be spent in the office of a *practising* lawyer. It has also denied hitherto, to those who assume the care of the body, the aid of its laws to collect pay for their services, unless a fixed course of study, or attendance upon lectures, has been rigidly pursued and properly certified. Yet thus far, neither common consent, nor common understanding, nor statutory provision, have required any apprenticeship, any special education, the spending of any fixed term of time, preparatory to entering upon an employment where is laid the very foundation of all these superstructures. Here, inexperienced, unskilful hands are permitted to make experiments to perfect themselves—and yet the subjects of these experiments are immortal beings.

From the very nature of the case, the teaching of such teachers can not but be in low estimation; the art they practise suffers by their inexperience and unskilfulness. If no preparation, no training preparatory to the practice of that art, continue to be thought necessary, it must remain where it now is in the public estimation. It can never be elevated while so little is required from those who practise it.

The bill introduced by Assemblyman Hulburd was not passed but a substitute therefor was passed by the Legislature on May 7, 1844, and signed by Governor Bouck.

The author of this report takes personal pride in the fact that he is a native of the town in which Governor Bouck was born and in which the Governor lived his entire life.

When the first normal school was established it was not organized upon a permanent basis. Normal schools were to be tried out. The one established at Albany was to be an experiment in New York State. Provision was therefore made for its maintenance for five years only and an appropriation of \$10,000 annually was authorized. In those days, however, this was looked upon as a liberal appropriation for the maintenance of a state normal school and the fact that New York State had authorized an annual appropriation of \$10,000 for five years, or an aggregate sum of \$50,000, to experiment on the training of teachers, was regarded as an act of great liberality on the part of the State.

The school was organized under the local management of a strong board. This board consisted of Colonel Samuel Young, who

had been the leader in the movement to organize a normal school; Dr Alonzo Potter, who had examined the academies of the State and submitted a notable report on the organization of normal schools; Rev. William H. Campbell, pastor of the First Presbyterian Church of Albany and afterwards president of Rutgers College; Gideon Hawley, first State Superintendent of Common Schools and then Secretary to the Regents of the University, and Francis Dwight, editor of the well-known publication, the "District School Journal." This was a strong board in charge of the school and was composed of men who believed that the development of normal schools was essential to the proper development of the public school system of the State. The first regulations adopted by the board to govern the administration of this school may be of interest. They were as follows:

1 That the first term, for both sexes, commencing on the 18th of December, shall continue *twelve weeks*, i. e. to the 11th of March.

2 That during the summer term, there shall be two daily sessions, except on Saturdays, viz, from 8 a. m. to 12 o'clock, and from 3 to 5 p. m. That during the winter term, there shall be but one daily session, viz, from 9 a. m. to 2 p. m.; with such *extra* sessions in the afternoon, for *general* exercises, as the principal, subject to the approbation of the executive committee, shall judge necessary.

3 That since the branches required by law to be taught in all the common schools, viz, reading, orthography, writing, arithmetic, geography and English grammar — are of primary importance, they shall receive in all cases primary attention in the normal school; nor shall the pupils be allowed to pass to the higher branches, till in the judgment of the teachers they are thoroughly prepared to do so. The instruction in these branches as far as the nature of the subjects will admit, shall for the present be given by *topics*, allowing to the pupils the use of any textbooks, to which they have been accustomed or may have access.

4 That exercises in drawing, vocal music and English composition shall be attended to by all the pupils throughout the whole course of study.

5 Among the branches to be pursued, in addition to the above, are physiology, history of United States, natural philosophy, algebra, geometry, surveying, application of science to the arts, use of globes, intellectual and moral philosophy, with such other branches as the executive committee may from time to time direct.

6 That the state pupils shall be admitted at the commencement of any term, on presenting a certificate of their having been selected to attend the school, by the proper authorities of their respective counties. That all volunteer pupils shall, before they can be admitted, present satisfactory testimonials of their moral character from a county or town superintendent, and be able to sustain to the satisfaction of the principal, an examination in reading, spelling, writing, arithmetic, geography and English grammar.

7 That the pupil's title to a *recommendation* or certificate as a well-qualified teacher on leaving the school, shall depend on his moral character and literary attainments, and not on the length of time spent in the school; though the pupil shall be entitled to such recommendation or certificate who shall not remain in the school one entire term, and no certificate except one of full qualifications shall be given.

8 That the internal regulations of the school shall be left to take their form and character from the circumstances as they arise; and that such regulations as the teachers may hereafter suggest for the government of the school, shall be submitted to the executive committee for their approval, before they shall go into effect.

F. DWIGHT, *Secretary*

The establishment, therefore, of this school at Albany did not immediately settle the question as to whether the teachers for the public schools of the State should be trained in separate state institutions or whether the training of such teachers should be continued in the academies under the plan in operation since 1834.

The results achieved by the Albany school justified its organization and after the temporary period for which it had been created, it was established as a permanent institution. The graduates of the institution became numerous and in a short time were among the leading teachers of the several counties of the State. These teachers gave prestige to the institution and public confidence in normal schools in general. Sentiment was gradually developing in favor of the establishment of additional normal schools.

In 1861 a city training school was organized at Oswego. While it was organized as a local institution, it soon attracted to it, because of the work which it did in the training of teachers, students from outside the city. The number of nonresident students increased to such an extent that the city believed the State should make a contribution toward its support. The Legislature accordingly made a small appropriation in 1863, reorganizing the institution as a state normal school.

Governor Fenton was a strong advocate for the establishment of normal schools. In his message to the Legislature in 1865, he said:

To give full force and effect to that act, and to increase parental solicitude for the proper instruction of the young, the propriety of making more ample provision for an annual supply of thoroughly qualified teachers is suggested. Creditable provision for this purpose has already been made in the normal school teachers classes in the academies, teachers institutes, and the Oswego Training School for primary teachers; but these, as now supported are manifestly inadequate to supply so great a demand.

In his message of 1866, he said :

It also appears that the agencies for the preparation of teachers, have been in successful operation, evincing a more zealous spirit on the part of school commissioners, and an application, by teachers themselves, of the improved methods of acquiring higher culture.

The number of pupils in the normal department of the state normal school is 222; in teachers classes in academies during the past year, 1586; in the Oswego Normal and Training School since its organization, 185, of whom 106 graduated. The number of teachers instructed in teachers institutes during the past year is 8741. It is suggested that these institutions are not adequate to the wants of schools which require more than twenty thousand teachers annually, and that their increase is demanded by considerations of economy and of duty to those whose love of knowledge and progress in virtue, are so largely dependent upon the zeal, ability and training of their instructors. I therefore suggest to you the propriety of establishing other normal and training schools, and of giving additional facilities and support to those already in operation. .

In his message of 1867, he said :

The advantages derived from the two normal schools already established, and the conceded want of a greater number of thoroughly qualified teachers, induced the last Legislature to appoint a commission to invite proposals for the establishment of four more such schools. The commission received applications from various localities, making most liberal offers of land, buildings, all necessary furniture and apparatus, or their equivalent in money, and upon full consideration, Potsdam, Cortland, Brockport and Fredonia were selected. The manifest good faith in which these propositions were made, warrants the belief that they will be carried into full effect at the earliest time possible, and that the State will have possession of suitable grounds, commodious and well-furnished buildings, supplied with all needful appointments for the conduct of such schools. The commission, impressed by the public spirit manifested in generous offers from so many places, and by the interest so generally felt in the special preparation of teachers for their work, adopted the following preamble and resolution :

"Whereas, It is manifest to this commission that the number of normal schools authorized by chapter 466 of the Laws of 1866 is entirely inadequate to the public requirement; *and, whereas*, liberal proposals have been made in various portions of this State for a number of schools more nearly adequate to the public wants, therefore, .

Resolved, That we earnestly recommend to the Legislature to authorize the designation of location of six additional schools, on the same terms and conditions as in the act above cited."

The Regents of the University represent the present condition of the colleges and academies of the State as highly prosperous. Among the valuable suggestions contained in their annual report, the plan mentioned for the better professional education of such graduates of the colleges as design to become teachers, will doubtless be regarded with especial favor.

In his message of 1868, he said:

In my last annual message, I expressed the opinion that the propositions for the location of normal and training schools in the villages of Fredonia, Brockport, Cortland and Potsdam, would be carried into full effect at the earliest practicable period. That opinion has been confirmed. The erection of the buildings has been vigorously prosecuted, and when they are finished and furnished, with the grounds upon which they are located, the value can not be less than four hundred thousand dollars. The schools at Fredonia and Cortland will be open for the reception of pupils during the ensuing summer or early autumn. The main part of the building at Brockport is completed and occupied for a normal school, which is in successful operation. The Oswego and Albany normal schools are reported to be in a prosperous condition, each numbering as many pupil teachers as can well be provided with instruction.

The establishment of two additional normal schools has been authorized by law, one at Buffalo and one at Geneseo. The liberality and public spirit of the people of these places will not fail to consummate an enterprise of so much local and general importance.

The effect of the war upon the work of normal schools is expressed as follows by State Superintendent Rice in his annual report of 1866:

During the late war there was a marked diminution in the number of male pupils, and since its close an increase; and there may now be seen in the school young men who bear honorable marks of the desperate conflict in which they were courageous actors. That the number of this honored class will increase during this year is confidently anticipated; for teaching is one of the occupations in which they may hopefully engage among a grateful people, though they may be maimed and "bear the empty sleeve or wooden leg," the unmistakable symbols of our "legion of honor." But it is not anticipated that the number of male pupils will be again as large as in former years; they have a larger field than woman from which to choose their vocation; and of those in whose veins the life blood flows full and free, there are but few so modest, philanthropic and self-sacrificing as to choose a vocation to which is attached comparative seclusion and a precarious reward, rather than one giving a greater sphere of activity and more frequently crowned with riches and honor. Woman already has charge of the primary departments in graded schools, and, to a very great extent, the sole charge of the schools of the rural districts. She is also taking an honorable position in the higher schools, showing herself competent to perform successfully the duties heretofore assigned almost exclusively to her brothers. When to her shall be awarded an equal remuneration for equal services, she will more studiously and cheerfully qualify herself for the good work.

In his annual report of 1868 Superintendent Rice advocated the establishment of additional normal schools and set forth the following reasons therefor:

It is assumed that the State has the ability to establish and maintain as many of these schools as are needed and we have only to inquire, How many

are necessary? To this inquiry your attention is invited. There are in this State over 11,700 school districts. While the schools are in session, they employ constantly about 16,000 teachers; but the whole number annually employed, at different times, is over twenty-six thousand. This proves conclusively, that a large proportion of those who offer themselves as instructors make school teaching only a temporary business. Those who are most thoroughly qualified for the position, and who devote their whole time to it, are found, as a general rule, in the service of cities and more populous villages, to which they are attracted by larger salaries. It is notorious that a large proportion of the rural districts are obliged to accept the services of persons who have had comparatively little special preparation for their work; and it is equally certain that this condition of things must continue so long as the State shall be satisfied with the limited provision made for the special education of teachers.

When the eight normal schools, for which provision has been made, shall have been in operation for several years, they will not maintain a constant supply of more than four thousand teachers, including both graduates and undergraduates. From the teachers' classes in the academies we may expect a thousand more; but these will be quite young persons — boys and girls who will have spent but four months in special preparation. This is a short time, indeed, in which to compass the human understanding, and gain a clear conception of the laws of its healthful and vigorous growth. It can only be said, in favor of these classes, that they furnish teachers who are more useful than those of the same natural ability who have not received any special training. . . .

When all the normal schools, now provided for, shall be in successful operation, they can not, even with the aid of teachers classes in the academies, and teachers institutes, supply one-half of the common schools with qualified teachers. We need, certainly, as many more of those schools. The people have expressed a hearty willingness to aid the State in this matter. Already, in many eligible localities, they have offered to the State, as a gift, suitable, commodious and well-furnished buildings. "As is the teacher, so is the school," is a precept that is rapidly gaining significance in the public mind. It must assume still greater importance, as a knowledge of the proper mode of conducting schools shall become more general and discriminating. In evidence of this fact, it may be stated that, during the past year, more applications were made to the Department for "teachers of high character and qualifications" than for several preceding years. They were accompanied, for the most part, by the offer of liberal salaries; but no considerable number of such teachers could be found, who were unemployed; and, in too many instances, the applicants were obliged to accept of inferior services. At the best, the majority of the schools must meet with long and impatient delays in securing such teachers. It is to avoid these delays, and to secure the necessary and steady supply of competent instructors, that I recommend the passage of an act, which shall continue in existence the commission created by chapter 466 of the Laws of 1866, with power to locate, at any time within two years, at least four additional normal and training schools, upon the terms and conditions prescribed in that act.

One of the strongest advocates and ablest defenders of state normal schools was State Superintendent Abram B. Weaver. The maintenance of academic departments in the normal schools raised an acute controversy between the state normal schools and the academies. The academies were more numerous and more influential than at any time in their previous history. Those in charge of the academies believed sincerely that the normal schools were entering upon a field of work which rightly belonged to the academies. The normal schools that had already been established were the means of decreasing somewhat the attendance on the academies. The supporters of normal schools were advocating the establishment of additional institutions of this type. The friends of the academies looked upon this action with alarm. They had reason enough to believe that the maintenance of additional state normal schools would detract from the academies still greater numbers of students. Superintendent Weaver was not friendly to the maintenance of academic departments in state normal schools. He believed that these institutions should be maintained for the express purpose of training teachers and that those students only should be admitted to normal schools who took professional courses for teachers and that the purely academic work which these institutions were maintaining should be discontinued. He raised the question as to what the understanding between the State and these institutions was and pointed out clearly the necessity of an early understanding on this question and of coming to a determination on all doubtful questions between the state government and the communities which had contributed to the establishment of normal schools. In his report for 1869 he gave a clear and vigorous statement on the propriety and the obligation of the State in the maintenance of academic departments as follows:

The statutes relating to the organization, management, and support of these schools, are so general in their provisions, and so indefinite or deficient in many essential particulars, that I deem it proper to invite the attention of the Legislature to them, with a view to a more precise definition of the true policy to be pursued. Expectations are entertained and demands made, for which I find no warrant in the law. One of the most important matters to be settled relates to the number, kind, and extent of the schools or departments which the State has undertaken to support, or will support, in the several normal schools recently established. It is broadly claimed in behalf of some localities, that, as an inducement to make the invited proposals, assurances were given that free instruction would be provided for all the children of school age within the limits of the territory taxed to raise the required funds, and that academic departments would be supported as parts

of the normal schools. In some cases, there are more children, for whom the privileges of the schools are claimed, within the bounds referred to, than are needed to form model classes, and, if the anticipated number of normal scholars shall present themselves, more than can be accommodated in the normal school buildings. I find no provision of law regulating this important matter. If the desired concession shall be made, there appears to be no good reason why the common school districts embraced within the privileged limits should be maintained, and the same scholars whose education is provided for by special appropriations, be allowed to draw public money under the ordinary apportionment. The general act (chapter 466, Laws of 1866), under which the proposals for the four schools, thereby authorized, were made and accepted, and which fixes the obligations of the State, makes no mention of academies or academic departments. In the special acts relating to some of the schools, they are incidentally mentioned in designating the purposes for which the local tax was authorized.

It is not contended that these departments are essential to a normal school. The claim is based upon the alleged understanding, as stoutly affirmed as it is faintly implied, that, in consideration of the money expended, the venerable academies, to which the communities directly interested were attached by local pride and practical benefit, should be rejuvenated and reproduced in these institutions. I am fully persuaded that those who make this claim have acted in good faith, and in the firm belief that their expectations would be realized. If such is the intention of the Legislature, it should be clearly expressed, that it may be known what measure of support should be extended, and that privileges so valuable may rest upon a basis more certain and substantial than the exercise of a doubtful discretion. In adjusting this question, direction should be given to the application of the moneys received by the local officers for tuition in the academic departments, which, in case they are to be supported by the State, should be accounted for and disbursed in the same manner as the appropriations. In any event, the relations of the several departments should be more strictly defined, and the sources of their maintenance designated.

He supported the state normal schools in his report of 1872 as follows:

These schools now stand fairly on their merits and henceforth must depend upon their merits for confidence and support. The generosity they have thus far experienced, and which characterizes the treatment of every public educational enterprise, encourages the belief that they will be provided for according to their usefulness. The true standard, by which to judge of their success, is the declaration of the statute that they are designed for the "education and discipline of teachers for the common schools of the State." That preliminary pledge should be observed, because it is the avowed object for which they were established, and the broadest and best one to which any educational institution, supported by the people at large, can be devoted. From this fundamental purpose, there should be no departure for any other object, however meritorious it may be in itself, since in the whole range of educational work there is no want so general and so pressing as that of thoroughly trained and educated teachers. If the people may not expect,

and shall not receive, such teachers from these institutions founded and maintained with that declared intent, they will have reason to pronounce them a failure. In executing this design, some of the schools are encumbered by an alleged obligation, thus far recognized, to maintain academical departments, and to receive and instruct in them, and in the primary departments, more scholars than are needed to form training classes, in consideration of the money contributed by localities to erect the buildings. So far as the State was a party to any such engagement, it should be faithfully observed. Beyond that, I would advise no extension of the partnership arrangement. In the recent organization of the state normal school at Geneseo, this question has again arisen; but, as it was considered at length in the articles on normal schools, contained in the reports of this Department for 1869 and 1870, I respectfully refer to them, and ask the Legislature to direct to what extent the claim shall be allowed. Should our normal schools become merely large graded schools with teachers classes, they will not satisfy public expectation, nor answer the requirements of public instruction. Such institutions might be excellent schools for the villages wherein they are located, but they would not serve the State in the manner, and in the measure, designed. Whatever other understanding there may have been, it certainly was understood, and written in the law under which all proceedings were taken, that these schools were to be normal schools for the education of teachers for the common schools of the State. In good faith to all concerned, that character should be kept paramount, and all the exercises and regulations should be subordinate and tributary to that true cardinal design.

The controversy between the normal schools and academies reached a stage where it was harmful to both institutions, and the friends of the academies in the Legislature became very hostile to appropriations for normal schools. In a very clear and vigorous article, Superintendent Weaver outlined the basis of the controversy and the attitude which the State should assume, in his annual report of 1873, as follows:

The State has eight normal and training schools in full and successful operation. They were but fairly established and opened, when they were assailed by the professed friends of education acting in the interest of private academies. Formerly, when we had at first only one, and, later, two normal schools, they were not molested. However great the contrast may have been between them and other schools, there was practically no competition or conflict. They could not accommodate a sufficient number of students to materially affect teachers classes in academies.

The first normal school was established, as an experiment, in 1844. For nineteen years it was the only institution of the kind in the State, and was surrounded by a multitude of academies professing to do similar work in training teachers for the common schools. A patient and protracted trial of the two plans through that long period, and a comparison of results, led to the conclusion that normal and training schools, organized and conducted with special reference to the object in view, were the proper institutions to

educate teachers for the public schools. Accordingly, provision was made for a second normal school at Oswego, in 1863, and a law was passed in 1866, authorizing and directing the Governor, Lieutenant Governor, Secretary of State, Comptroller, Attorney General, Treasurer, and Superintendent of Public Instruction, to act as a commission, on the part of the State, to locate six others. That trust has been fully executed, and the authorized number of schools has been established. This was not hasty or inconsiderate action; it was deliberate, and was based on experiment. The corresponding action of other states, and the management of systems of education in foreign countries, confirm the wisdom and expediency of the course here pursued. It was admitted that our public schools needed teachers possessing more thorough professional training than any other institutions, then existing in this State, afforded.

But when the new normal schools were opened to the public, and their superior advantages were eagerly sought, mutterings of opposition were heard from those interested as officers, stockholders, or otherwise, in the private academies. This feeling of hostility was industriously cultivated and, enlisting all the elements of opposition it could combine, manifested itself in the Legislature of 1872, by an unsuccessful attempt to defeat the usual appropriations.

There was no real provocation for this assault, except the success of the normal schools. Their excellence and popularity were such as to diminish the attendance at the academies, and, consequently, lessen the profits of the proprietors. That, in their estimation, was grievance enough. The idle assertion, retailed by those selected for that purpose, about a misappropriation of the income of the common school fund, was refuted by the simple fact that the normal schools were supported wholly out of the free school fund. The accusation of extravagance was unsustainable, except by calculations charging the cost of organizing and equipping the schools upon the first few graduates. The complaint about maintaining, at public expense, eight institutions to train teachers for the common schools, and which were free to students, having the proper qualifications, from all parts of the State, was shown to be insincere on the part of those who used it, by their contemporaneous action in voting a general tax of \$125,000 for the benefit of academies, more than one hundred of which are not public schools, but charge tuition that goes to their proprietors, as will their share of the appropriation, referred to, if paid.

This controversy results from the bad policy of the State, that not only tolerates, but partially supports, two conflicting systems of education. One of them is the free school system, which by authority of law, and the preference of the people, has already absorbed many of the old academies, and revived them as public schools. The other consists of private academies and seminaries owned and managed by individuals, corporations, or religious denominations. Their proprietors prefer to keep them outside of the free school system, to subserve their own interests, and ask pecuniary aid from the State, to enable them to compete with the public schools. If all the schools of every grade, which the State to any extent supports, were associated in one homogeneous system, and the appropriations of the State were confined to that system, as heretofore recommended by this Department, and as repeatedly urged by the State Teachers Association, there would be no ground for conflict.

It is not pretended that professional training of teachers is unnecessary. It is claimed, however, in behalf of the academies, that they are better adapted for such work than the normal schools which are organized for that special purpose. If, in this matter, the State were pursuing a new and untried course of uncertain issue, it might be proper to pause before such a pretension. But experiments in this and other states, and the practice of other nations which have successful systems of public instruction, establish a different conclusion, which can not be reversed by the mere assertion of interested parties. If the first influence of the new normal schools has, among other good effects, already aroused the academies to a determination and promise to do better work than ever before, that influence should be continued.

Instead of considering pretexts for abandoning the normal schools, their condition should be studied for the purpose of improving them. It may be that the course of instruction, ordinarily pursued, could be made simpler and shorter, without diminishing their usefulness; and the expense to students, and to the State, be thereby reduced. As an experiment of this kind, special training classes have been established in several of the schools, during the last year, for the accommodation of those who can not attend, or who do not need, the full regular course. Perhaps other changes in their organization or management might be made to advantage. But no suggestions of this kind come from their opponents. The existence and success of the normal schools are what trouble them; the abandonment of those schools is what they desire.

Whether eight normal and training schools are needed in this State, which has one and a half millions of children to be instructed, and that constantly employs nearly twenty thousand teachers, may still be a debatable question in the minds of those who prate about higher education, which is very desirable in its place, but who have little sympathy for free schools. It has been settled, however, in harmony with the judgment of the world, that they are essential to the improvement of our public schools; and it becomes the friends of our free school system, while they consider carefully any suggestion made in good faith for the improvement of the normal schools, to reject and repel all propositions tending to their overthrow, especially when dictated by rival interest.

The ordinary annual expense of maintaining all normal schools is about \$150,000, payable out of the free school fund. If this is an injudicious expenditure, it should certainly be stopped. But a fuller statement of the case shows that it is a part of more than ten millions of dollars, annually expended by the people of this State, to maintain a system of public instruction embracing about twelve thousand free schools. Much less than one-third of this aggregate amount is raised by a general tax, and more than two-thirds of it by local taxation voted voluntarily by the inhabitants in the several school districts. Whether it is advisable to expend the sum mentioned, to educate teachers who, although possibly they may never occupy every schoolroom in the State, will, nevertheless, cover the entire State with their influence, or to expend the whole great amount to pay poor teachers, and to support poor schools, is not debatable with those who believe that the improvement of our common schools is the first duty to the taxpayers who support them, and who use no others.

I commend all our eight state normal schools to liberal and unfaltering support.

In his report of 1874, he said:

Our normal schools have been in operation long enough to vindicate themselves. The beneficial influence they have already exerted upon the public schools, through the teachers they have instructed and sent out, has made them a correlative part of an improved system of education. The opposition they have encountered has strengthened them. The pretensions of other schools, that assumed to be their rivals, have invited comparison that has shown the normal schools to be superior to all others in the work for which they are designed. Public confidence in them is established, and they are now generally recognized as the centers of new hope and the sources of new strength for the cause of education, except by those whose interests in private institutions prompt to continued opposition.

The aggregate number of students in the eight normal schools, during the last year, was greater than ever before, and amounted to two thousand seven hundred and sixty-one, besides those in the academic and training departments. The whole number of graduates, up to the close of the last school year, was two thousand eight hundred and ninety-five. . . .

If those, who question the profitableness of these schools, will reduce to some appreciable form the value of the noble aims and purposes they inspire, of the intelligence, cultivation and refinement they communicate directly to the teachers they prepare, and of the influence they exert through those teachers upon society at large, they will furnish a standard by which their usefulness can be more definitely measured. But to attempt to judge of the merits of these schools, so soon after they were opened, by a comparison of the number of their graduates, who have completed a course of study embracing two, three or four years, with the number of those who have spent a few weeks in the teachers classes of inferior schools, is manifestly unjust. Without attempting to determine their precise value, experience justifies the conclusion that, in order to have good public schools, it is necessary to have normal schools to educate and train teachers, and the two are generally found as the counterparts of each other.

That these schools have been obliged to struggle against the opposition of the professed friends of education, not because of any alleged defect in their organization, but because of their supposed rivalry with private schools, and that such opposition should have been made a part of the educational history of the State, is a matter for profound regret.

Now that these schools are fully established, and are in successful operation, now that their advantages are appreciated and eagerly sought by so many who desire to prepare themselves thoroughly for teaching, the opposition, at least from the source indicated, ought to cease, and our normal schools be allowed to pursue their work in peace. Certainly that opposition is not a good reason why the control of these schools should be transferred to those who have instigated and urged it. In any contingency, it is to be hoped that they will be treated with the fairness and liberality which they deserve as an essential part of the educational system of the State.

Governor John A. Dix, who had served as Superintendent of Common Schools for several years and who had been a strong

advocate of training teachers in the academies of the State, wrote as follows in his message to the Legislature in 1874:

The increased appropriations lately made to these institutions are greatly stimulating the work of both teachers and scholars in all departments of instruction. They are specially felt in the classes for the preparation of teachers of the common schools, there being an increase of at least 30 per cent in the number of such teachers now under training, as compared with former years.

This result is regarded by the Regents as most encouraging; for with all that is done in the normal schools, the academies must continue to a great extent to furnish the teachers, for the common schools, especially in the rural districts. Whatever is done to elevate and improve the institutions, in which these teachers are trained, will tend directly and positively to advance the schools in which they teach.

There was a strong feeling, on the part of those interested in the academies, in opposition to the continuance of state normal schools. The reference of Governor Dix who, as State Superintendent of Common Schools, had been on the side of the academies in the struggle between those who advocated the utilization of the academies for the training of teachers and those who believed that separate institutions should be organized, may be regarded as an expression of prevailing sentiment in opposition to the further extension of normal schools. There was scarcely a meeting of state educational associations of any kind in which the issue between the academies and the normal schools was not in evidence. In the establishment of this new agency for the training of teachers, the friends of the state normal schools were compelled to fight every inch of the ground until such institutions were placed upon a solid and enduring foundation.

A direct attack was made upon state normal schools by Governor Robinson. To appreciate the hostility expressed toward the normal schools we must take into consideration the fact that only about one decade previous to this there had been a tremendous fight for the establishment of free schools. Schools were not made absolutely free in this State until 1867. We may understand what public sentiment was on this question even at that time when 42 counties of the State gave majorities in opposition to free schools, and of 393,624 men who voted on the proposition, 184,308 men cast their ballots against free schools. The hostility to this great extension of public education is reflected in the messages of Governor Robinson:

In his message of 1877, he recommended as follows:

I would also suggest an inquiry as to whether the normal schools are really worth to the system what they cost. I am informed that a very large portion of the pupils instructed in them never follow the profession of teaching for any length of time.

In his message of 1878, he wrote as follows, in relation to the public school system:

In my judgment, a very great wrong has already grown up in connection with our otherwise excellent system. It lies in the principle of applying large amounts of moneys raised by taxation, to the support of high schools, and instruction in all the sciences and higher branches of study required in the learned professions. I can find no excuse for raising money by general taxation for such purposes. The only good reason which can be urged for taxing one class of citizens for the education of the children of another class, is the necessity of giving to the children of all classes a sufficient common school education to enable them to understand their duties, and exercise their rights as citizens of a free country governed by the popular voice. When we go beyond this and take from one man the money necessary to educate the children of another man in the arts and sciences, we perpetrate an act of injustice under the forms of law. What is worse than this, instead of educating the masses of children so as to prepare them for the pursuits and industries upon which they must depend for a living we educate them in such a way as to make them discontented with their condition, unfit to discharge its duties in a manner most beneficial to their own interests, and take away the strong incentives which impel those who are really able and worthy to win for themselves high positions in learning and usefulness. When the State has given to all the children a good common school education, it should there leave them to their own resources, and to follow such callings in life as their capacities fit them for. To go beyond this, is to injure rather than benefit them.

In his message of 1879, he wrote as follows:

So far as I can learn, the normal schools established in various parts of the State are, with two or three exceptions, wholly useless, and fail almost entirely to accomplish the objects for which they were established, and for which the State is annually paying large amounts of money from the treasury. I recommend an inquiry into the working of these institutions, and a discontinuance of all those which fail to accomplish the purposes of their establishment.

The attitude of Governor Robinson in relation to the maintenance of state normal schools is not surprising when we consider what his attitude upon public education was generally.

It is interesting to know that Governor Robinson, who was nominated for reelection, was defeated at the polls. The author of this report, although a small boy at the time, distinctly recalls that

one of the arguments used against Governor Robinson in the campaign was his hostility to normal schools and his attitude in general on public education. It may not be said that this issue was in itself the cause of his defeat, but it was one of the principal causes.

The Legislature of 1877 adopted the following resolutions:

Whereas, The education of its citizens is conceded to be of vital importance to a State; and,

Whereas, It is found to be necessary for a State to make liberal provision for such education; and,

Whereas, In order to attain this end, the State of New York has wisely made provision for the special education of teachers, by establishing normal and training schools; therefore,

Resolved, That the committee on public education be respectfully requested to consider and report to this House what, if any, legislation is needed, in order to render such schools still more useful to the State; and to ascertain whether or not, in the practical operation of such schools, there has been any departure from their original purpose.

In the annual report of State Superintendent Gilmour for 1878, beginning at page 38 and extending to page 70, will be found a very complete review of the issue raised in relation to the maintenance of state normal schools.

The issue had reached such a status that the Assembly of 1878 authorized the appointment of a committee to consider the whole question and that committee made an exhaustive report on May 19, 1879. This report has such bearing upon the normal school question in this State that for the benefit of those interested in public education, and particularly in state normal schools, the entire report is included herein. It is as follows:

To the Assembly:

The undersigned, the special committee appointed pursuant to a resolution passed January 28, 1878, to consider and report whether the state normal schools are fulfilling their original purpose, and what, if any, further legislation is necessary to increase their usefulness, and concerning the equities which the localities where the normal schools are situated claim to have, in regard to academic departments connected with such schools, submit the following report:

The purpose for which the normal schools were established, is shown in their name; in the acts under which they were established, and by that part of the history of education in this State, which has a bearing upon the subject.

Whatever may have been the original significance of the name normal school, it had come to have a well-defined meaning long before it was first used in our State Legislature. A normal school was then and is now understood to mean one designed to prepare teachers for the profession of teaching. Such schools are based upon the fact that special preparatory training for teachers is essential in order to secure the best results from common schools.

The schools under consideration are not only normal schools, but state normal schools, thereby indicating that they constitute a part of our state system of public instruction; that they are supported by the State in order to promote the efficiency of the state schools; and that they are intended to furnish better teachers, more enlightened methods of instruction, and results more in keeping with the progress made in other forms of social and industrial life.

The first of our state normal schools was established under an act, passed May 7, 1844, entitled, "An act for the establishment of a normal school." The purpose for which this was done is expressed in the first section of that act, in the following words:

"For the instruction and practice of teachers of common schools in the science of education and in the art of teaching."

This school was to be located in the county of Albany, and to be under the supervision of the Superintendent of Common Schools and the Regents of the University. By this act provision was made for the annual payment of ten thousand dollars during a period of five years for the maintenance of the school. Afterward the appropriation was continued and increased. The need of more normal schools was soon felt, and in 1866 (chapter 466), an act was passed providing for the establishment of four other "normal and training schools for the education and discipline of teachers for the common schools of this State." Under this act the Brockport, Cortland, Fredonia and Potsdam normal schools came into existence. Subsequently and under the general provisions of the same act, three others were added, namely, those at Buffalo, Geneseo and Oswego. The school at Oswego grew out of one founded in 1861, by the city of Oswego, for the training of primary teachers for that city. In 1863 the Legislature provided for an annual appropriation of three thousand dollars during ten years, for that school, conditioned upon the free tuition of not less than fifty teachers for the common schools of the State at large. In 1865 this sum was doubled on condition that the city of Oswego should provide a suitable building for the school. In 1867 this school also became to the full extent a state normal school, under the provisions of the act of 1866 above referred to. These eight are all the state normal schools yet established.

The mind or purpose of the State in respect to them is evident also from the history of the process which resulted in their establishment. From a very early period in the history of the State, our Governors and others, especially those having educational interests in charge, have had great solicitude in respect to the qualification of teachers for the common schools. They have seen the deficiency, and the necessity for some remedy. It is worth while to note the development of the normal school idea as indicated by annual messages of our state Governors, to the Legislature. In nothing have these Governors better vindicated the wisdom of the people in their election,

than by their noble and statesmanlike utterances in behalf of popular education. We shall observe continued progress both toward a clear conception of the evils to be corrected and the remedy to be applied. What was at first scarcely more than a feeling of want was in time developed into a comprehensive plan for meeting the necessities of the case.

Beginning with the present century, we find Governor John Jay, in his annual message to the Legislature in 1800, earnestly recommending to the "notice and patronage" of the Legislature, "our institutions for the education of youth." He then adds: "The importance of common schools is best estimated by the good effects of them where they most abound *and are best regulated.*"

In 1804 Governor Morgan Lewis says: "Common schools, under the guidance of *respectable teachers*, should be established in every village."

In 1818 Governor DeWitt Clinton recommended the establishment of Lancasterian schools *for the education of teachers for the common schools*, as "combination of economy in expense and rapidity of instruction." This system, he says, operates in education as "labor-saving machines in the useful arts," by enabling the teacher to do more and better work in a given time.

This Lancasterian system was founded by one Joseph Lancaster, a Quaker from England, who had a genius for teaching as Governor DeWitt Clinton had for statesmanship. After seeing his schools established in England, Ireland, Scotland, France, Germany, and in parts of Asia and Africa, Lancaster came to this country for the purpose of introducing them. Suffice it to say in this connection that his ideas contained the germs of what are now known as normal schools, as may appear from the following quotation from a little book written by himself. "Teachers," he says, "need first a knowledge of the theory of the system; secondly, a social, firm, kind manner of acting upon it, including the operation of their own good principles and character; thirdly, a practical acquaintance with the system, so as to have all its parts ready at the moment of application. Now the theory may be soon acquired from its great simplicity" (a fuller development of the theory has shown that even this is both complex and difficult), "but is the acquisition of theory sufficient for the attainment of any art or science? Do men learn to be good mechanics, designers, engineers or chemists by mere theory or six weeks' observation? If not, why is the most important office of teacher to be filled by men who spend less time in acquiring the principles of tuition than women spend in learning to make straw bonnets?" He also recognized the fact that instruction is sometimes given in a manner "against the very grain of nature" and sought to adapt the manner of instruction to the grain of nature. These are the germinal principles of normal schools. To secure the benefits of a system founded upon those principles was the object of the foregoing recommendation by Governor Clinton.

Again in 1825, Governor Clinton in his annual message to the Legislature recommended "the *education of competent teachers* on the monitorial (or Lancasterian) plan." Again in his annual message to the Legislature in 1826, he recommended that "a seminary for the education of teachers be established for the purpose of providing qualified teachers for the schools." In his annual message in 1827, after speaking of the condition of education, he says: "It is, however, too palpable that our system (of education) is surrounded by imperfections. In the first place there is no provision made

for the education of competent instructors. Of the 8000 now employed in this State, too many are destitute of the requisite qualifications. Perhaps one-fourth of our population is annually instructed in our common schools; and should the minds and morals of the rising, and perhaps the destiny of all coming generations, be intrusted to the guardianship of incompetency? The scale of instruction must be elevated; the standard of education ought to be raised, and a central school on the monitorial plan ought to be established in *each county for the education of teachers*, and as exemplars for other momentous purposes connected with the improvement of the human mind."

Again, in 1828, in his last annual message to the Legislature, Governor Clinton speaks of the common school system as being "without those improvements which are requisite to raise the standard of instruction, to enlarge its objects, and to elevate the talents and qualifications of the teachers." In the same connection he says: "It may be taken for granted that the education of the body of the people can never attain the requisite perfection without competent instructors, well acquainted with the outlines of literature and the elements of science." He then recommends a law "authorizing the supervisors of each county to raise a sum not exceeding \$2000, provided the same sum is subscribed by individuals, for the erection of a suitable edifice for a monitorial high school in the county town," and says, "I can conceive no reasonable objection to the adoption of a measure so well calculated to raise the character of our schoolmasters, and to double the power of our artisans, by giving them a scientific education."

In 1830 Governor Throop, in his annual message, says: "The want of competent teachers is one that has always been experienced, and still exists. To devise a remedy is well worthy of further efforts. The course of education might be advantageously varied under *competent teachers* by introducing among the early studies of children *those elements of natural science* which are easily apprehended by means of sensible illustrations, and which impart a knowledge of things useful in agricultural and mechanical pursuits." Here is a valuable suggestion as to the proper scope of common-school education, and one which the normal schools are acting upon.

In 1833 Governor Marcy says: "One of the most obvious improvements in relation to common schools would be a plan for supplying them with competent teachers." Again, in 1835, he mentions first among the special subjects in relation to common schools to which he was anxious that the attention of the Legislature should be particularly directed, "A provision for supplying competent teachers, and improvements in the method of instruction." In 1836 he says: "The difficulty of supplying the common schools with competent teachers has presented the greatest obstacle to the complete success of our system" (of public instruction). In 1837 he says: "The importance of providing competent teachers, and the embarrassments under which the system has hitherto labored for the want of them, must, I think, commend to your favorable regard the suggestion of devoting a part of this income to institutions designed to supply this deficiency."

In his next and last annual message Governor Marcy says: "Our common school system still labors under embarrassments arising from an inadequate supply of well-qualified teachers; our colleges and academies have heretofore been relied on to supply, to a considerable extent, this deficiency, but it

has been quite evident for some time that further provision ought to be made by legislative authority to satisfy the public wants in this respect." "The departments, for educating common school teachers, erected under the patronage of the State, in eight of the academies, have been in operation about two years, and the last reports from them present favorable results. The number of students attending them is steadily increasing; they are resorted to as sources for supplying the demand for teachers, and the services of those instructed in them are on that account considered more valuable, and readily command a high rate of compensation. But no success attending those already established will make them competent to supply in any considerable degree the demand for teachers; it has therefore been proposed to increase the number of such departments in each senate district of the State, by devoting to that purpose a portion of the income to be derived from the deposits of the public moneys. It is well worthy your consideration, whether *still better results might not be obtained by county normal schools* established and maintained on principles analogous to those on which our system of common schools is founded. If the people were fully sensible how much the usefulness of our common schools would be increased by being generally furnished with competent instructors, it is presumed they would cheerfully contribute the means required to secure this advantage. Though there are conceded difficulties in the way of procuring an adequate supply of those instructors, yet the cause of education is so deeply interested in having it done to the utmost practicable extent, that you will doubtless regard it as an object every way deserving of your consideration." The above is the first reference to normal schools under that name, so far as the committee have observed.

This recommendation of county normal schools embraced two elements that must enter into any successful effort to provide qualified teachers for the common schools. The first is the establishment of schools devoted to the culture and training of teachers—professional schools. The second is the general diffusion of them throughout the State. Both of those ideas were involved, also, in the recommendation made by Governor Clinton in 1827. Each sought to place professional schools within the reach of all. In the following year Governor Seward, after setting forth in words to be quoted hereafter, the true spirit and scope and legitimate results of the education to be sought in all our schools, even the lowest, recommends the adoption of such further legislation as might be necessary in order to engraft the normal school system upon the academies.

It was not, however, until 1844 that New York established her first normal school. So far as the committee are aware, this was the first purely professional school for teachers established by the State upon anything like a reliable and efficient basis. It had already been done by Massachusetts and many European countries, especially Germany. For forty years the State of New York had been urged by men of her own choice—a long line of illustrious chief magistrates—to make provision for this fundamental necessity of her school system, namely, a supply of qualified teachers. To make this beginning even, required the wide wisdom and persistent energy of Geo. Clinton, John Jay, Morgan Lewis, Daniel D. Tompkins, DeWitt Clinton, Enos T. Throop, William L. Marcy, William H. Seward and others. During these forty years they, with others, had been engaged in carrying forward a

policy of internal improvements whereby the material resources of the State were to be developed. They saw that a policy of internal improvement, that did not include the people themselves, was radically and fatally defective. Hence, while improving the means of intercommunication, they were also solicitous about securing means of developing the infinitely higher wealth of intelligence and character.

Although successive legislatures had been urged to establish professional schools under different names, "Lancasterian schools for teachers," "seminaries for the instruction of teachers," and "county normal schools," yet they seemed very slow to see the necessity of doing so. They tried to find some shorter road, some more economical way to reach the same result. Hence, \$150,000 was added to the literature fund in order to increase the efficiency of the academies. For the purposes of general education this was wisely done, but it did not meet the specific want. In 1835 another experiment was tried, provision being made for engrafting a teachers department upon one academy in each of the senate districts, then eight in number, afterward twice as many, and with increased appropriations. This was doubtless a step in the right direction, and benefit resulted from it. Here was more than a teachers class taught during one-third of a year. It was a department maintained throughout the year. Some foresaw and foretold the result of this effort to solve the problem, but it was considered worthy at least of a fair trial. It seemed to be economical. Its advantages could be diffused throughout the State. Upon the trial, however, these teachers departments proved to be subordinate to the general scheme of academic instruction. They were an incident. They seem never to have become a vital, governing force in the academies to which they were attached.

Very much good was undoubtedly accomplished by them, and yet as a substitute for professional schools they seem not to have been successful. Hence the necessity of beginning again upon the more substantial basis which had been specifically recommended by Governors Clinton and Marcy, and which was in harmony with the other recommendations which we have cited, and in opposition to which we found no recommendation or suggestion. This first normal school was soon found to be but the beginning and not the completion of the normal school system. The work of raising the standard of teaching in the common schools of the State was aided from time to time by teachers classes, teachers institutes and teachers associations; all helping to awaken an interest in the subject, and to improve the methods of teaching. These auxiliaries were useful for inspiration and suggestion, but inadequate to meet the demand for patient, sustained and continued discipline and training.

The committee desire very briefly to indicate the line of thought and effort leading to the establishment of other state normal schools, in order to ascertain more fully the purpose for which these schools are maintained, and to show the vitality and gradual development of that purpose.

In 1847 Governor Young says: "The state normal school continues to advance in public estimation and public usefulness. Its only object is to improve the teachers of the common schools." In 1848 he says: "The practical importance of the state normal school for the education of teachers is beginning to be felt."

In 1849 Governor Fish, speaking of the normal school, says: "This school is doing a great and good work. It has ceased to be an experiment." In

1850 he says: "The benefits resulting from this institution are fully justifying the warmest anticipations of its friends, and are making themselves manifest in the improvement already effected among the teachers of the common schools." In 1851, Governor Hunt says: "It is contributing largely to the progress of popular education," and "it is of the highest importance that this institution should continue to receive an ample support."

The value of this normal school having been demonstrated by experience, the need of more of them in the great State of New York was naturally felt and hence in 1865 Governor Fenton says: "The propriety of making more ample provisions for an annual supply of more thoroughly qualified teachers is suggested. Creditable provision for this purpose has already been made in the normal school teachers classes, in the academies, teachers institutes and the Oswego training school for primary teachers; but these as now supported are manifestly inadequate to supply so great a demand." Again in 1866, speaking of the above agencies, he says "It is suggested that the institutions are not adequate to the wants of the schools, which require more than 20,000 teachers annually and that their *increase is demanded by considerations of economy* and of duty to those whose love of knowledge and progress in virtue are so largely dependent upon the zeal, ability and training of their instructors. I therefore suggest to you the propriety of *establishing other normal and training schools*, and of giving additional facilities and support to those already in operation."

In 1867 he says: "The advantages drawn from the two normal schools already established and the conceded want of a greater number of thoroughly qualified teachers induced the last Legislature to appoint a commission to invite proposals for the establishment of four more such schools. The commission received applications from various localities, making most liberal offers of land, buildings, all necessary furniture and apparatus, or their equivalent in money, and upon full consideration, Potsdam, Cortland, Brockport and Fredonia were selected. The commission being impressed by the public spirit manifested in generous offers from so many places and by the interest so generally felt in the special preparation of teachers for their work, adopted the following preamble and resolution:

"Whereas, It is manifest to this commission that the number of the normal schools authorized by chapter 466, of the Laws of 1866, is entirely inadequate to the public requirement; and whereas, liberal proposals have been made in various portions of the State for a number of schools more nearly adequate to the public wants, therefore,

Resolved, That we earnestly recommend to the Legislature to authorize the designation of location of six additional schools, on the same terms and conditions as in the act above cited."

In the following year he says: "The establishment of two additional normal schools has been authorized by law, one at Buffalo and one at Geneseo. The liberality and public spirit of the people of these places will not fail to consummate an enterprise of so much local and general importance."

What, therefore, New York expects from her normal schools is apparent from their name, from the acts under which they were established, and from an outline of the educational movement leading to their establishment.

New York recognized the fact that her schools are what the teachers make them; that no expenditures, however liberal, for schoolhouses and all the appurtenances thereunto belonging can make a good school; that the supreme need is that of knowledge, culture and skill in her teachers. For the purpose of securing this the normal schools were created and are maintained.

The foregoing shows not only what the purpose is, but also how deeply rooted it is in the policy of the State. It also shows that the present normal schools are the fruitage of a growth running back to the beginning of the century. No present discussion in regard to these schools can properly leave out of account this historic development.

The next inquiry is:

Are the state normal schools fulfilling the purpose for which they were created?

This question could be intelligently answered only by a personal inspection of the schools. The committee have therefore visited each of the normal schools of the State; they also accepted an invitation to visit the Normal College of the City of New York. The committee sought to ascertain both what is common to them all and the individual character and distinguishing features of each. In making their examinations they exercised the utmost freedom, bringing themselves so far as possible into personal contact with teachers and pupils, in order to understand the spirit and purpose of their work as well as its results. They observed the schools both when assembled in chapel and then distributed into classes, observing the bearing of each and the manner of conducting the exercises, and at the close of the day they met the faculties and in most cases the local boards, in order that the fullest opportunity for questioning and conference might be afforded. At these interviews every teacher and department were subjected to the test involved in the purpose for which they were established. In the examination the question kept constantly in view was not merely are they good schools; but are they good normal schools? Are they honestly and intelligently devoting themselves to the culture and training of teachers for the public schools? This has been the principle guiding the committee in all its examinations. The work was greatly facilitated by the readiness with which all concerned responded to, and aided their efforts, none shrinking from the most severe and searching inquiries which the committee were able to make.

Each of the normal schools has very much in common with all the rest. They are conducted according to the same general ideas, and upon very similar plans, and though there are diversities of operation in some respects, unity of spirit and general method prevails. This general agreement enabled the committee to arrive at more satisfactory conclusions, because the examination of each shed additional light upon all the others.

The committee were everywhere impressed with the excellent demeanor of the pupils; all seem to have learned the first essential to good teaching, viz, how to govern themselves. The high moral sense of the pupils seems to have secured good order and earnest work. In all the schools, except that at Albany, the pupils, when not otherwise engaged, sit in the chapel with no teacher in attendance merely to maintain order. A pupil who can not be

trusted, ought not to be and is not tolerated in any of the schools, and so far as the committee could see, and they had good opportunity to observe, the pupils in all the schools, without exception, are characterized by high self-respect and earnest fidelity. The deportment of pupils, in every exercise, evinced the same spirit.

All the principals and faculties of the several schools impressed us as being faithful and competent teachers, earnestly devoting their energies to the improvement of the public schools. That they are doing an exceedingly valuable work for the State, we think admits of no doubt.

The general purpose of the schools involves four specific objects, viz:

First. Culture of pupils — physical, intellectual and moral.

Second. Knowledge of subjects.

Third. Instruction in methods of teaching.

Fourth. Actual practice in methods taught.

With these things in mind, the "departments," so called, and operation of the schools, may be easily understood. In them all are what correspond to the following, viz:

Normal departments.

Intermediate departments.

Primary departments.

As the term normal school is equivalent in our educational parlance to what has been called a "seminary for the instruction of teachers," we think it unfortunate, because misleading, to designate any part of the school as a "normal department," implying, as it seemingly does, that the other departments do not legitimately belong to the school; that they are, to some extent, foreign to it, instead of being, as they actually are, proper and efficient parts of it, as necessary as practice is to the learning of any art. This will more fully appear after calling attention to the various kinds of work done in the schools.

In some of the rooms the committee found the teachers engaged in hearing classes in the subjects commonly taught in our public schools, and in those designed to give the pupils general culture and lay the foundation for special professional training. In others, instruction was being given in the science of teaching and in all that pertains to the proper organization, government and conduct of a school. All this belongs to what has been called the normal department. The ends there sought being knowledge of subjects, general culture, and a correct theory of teaching; that is, one that is both philosophical and practical, in the highest sense practical because in the truest sense philosophical.

In this department, however, there is no opportunity to test theories, to illustrate, vivify and really appropriate correct methods of school work. Hence the need of a training department which is simply a place for putting in practice and more fully developing the theories that have been taught. The practice or training department is usually divided into the primary and intermediate departments according to the age and advancement of the pupils. These pupils come in from localities where the schools are situated. Their ages range, say from six to sixteen years. They are representatives of the various grades which the normal pupils will be called upon to teach when

they go out into the public schools of the State. These primary and intermediate pupils are classified by, or under, the direction of the expert teachers, and when so classified they are instructed by the normal pupils, under the same supervision.

In all the schools we found normal scholars teaching these primary and more advanced or intermediate classes, thus putting into practical operation the theories of teaching under the supervision of the normal teachers and critics. Sometimes other normal pupils observe the teaching as done by one of their own number, and in this way we found recitations going on at the same time in different rooms in reading, spelling, arithmetic, grammar and geography, some of the normal scholars having charge for the time being of each class. After that, and usually near the close of the day, these pupils who have been acting as teachers, as well as those who have been "observing," meet, and one of the normal critics who has been watching their work, reviews it, pointing out and explaining not only the errors, but the excellencies observed. In addition the pupil-teachers question and are questioned as to what is well or ill done, and suggestions are made by way of improvement.

The committee were very deeply impressed with the great value of this exercise, affording an opportunity as it does for looking at the matter in hand from a variety of standpoints; for the correction of errors before they harden into habits. By it, also, excellencies are ascertained and developed, and professional zeal is awakened, given principles of teaching are tested, corrected and exemplified. Without it the abstract instruction elsewhere given in the "Science of education and the art of teaching," would necessarily lose much of its value. No one would think of learning any other art without trying to practise it, and that, too, with one who had already learned it. In all the schools except that at Albany we found ample material afforded for this work in the large attendance of scholars in the intermediate and primary divisions, from the respective localities, and at Albany we were glad to see that, recognizing its importance, efforts were being made by the teachers having this matter in charge for increasing the number in these divisions.

The foregoing statements will perhaps make it sufficiently evident that these different departments so called are all essential to the completeness of any scheme of normal school instruction. The committee are of the opinion that no part of the same can be wisely dispensed with. The same normal school system under somewhat different names is adopted in other states.

In all their departments, the work seems to be carried on under the influence of one governing purpose, namely, that of preparing the students *to teach well*. That these schools derive their formative and distinctive character from that purpose, can not be doubted. It is reasonable to expect that they will be increasingly successful in accomplishing it.

If the normal schools could find the requisite number of pupils who had already attained the first two objects sought, viz, general culture and knowledge of subjects, before entering the normal school, they might, and doubtless would, devote themselves more fully to the directly professional work expressed in the last two objects named, viz, instruction in methods and actual practice in methods taught. The testimony of all the schools, however, is that the pupils seeking admission do not possess such thoroughness of knowledge and such a degree of culture as would justify the exclusion of all but purely professional work. It may well be doubted whether such

exclusion would be practicable under any circumstances. It will be borne in mind that those pupils only are admitted who have been appointed by the State Superintendent of Public Instruction, upon the recommendation of the several school commissioners, or city superintendents of the localities where they reside. Hence it will be seen that the State and the several cities and counties, through their proper representatives, decide who shall be admitted to these state schools, subject to an examination by the normal faculties. It is designed to admit only those who have "good health, good moral character, average ability, and who are able to pass a fair examination in reading, spelling, geography, arithmetic (as far as the roots), and be able to analyze and parse simple sentences." But it is found impracticable to adhere strictly even to this standard. It is undoubtedly true that the pupils who actually come for admission require much thorough instruction in the subjects themselves, as well as in the way to teach them. There must be much more discipline than the pupil generally has before entering upon the normal course, in order to enable him to comprehend the principles of the science and art of teaching, and, above all, to become in himself what the teacher, especially of children, ought to be.

We have had and shall have much to say about the art of teaching. To avoid misunderstanding we wish to add that we do not mean the learning of any set rules, nor any amount of mere facility in going through the round of school duties, although there are ways of doing some things which are so obviously the correct ones that they come to have the force of rules. Teaching doubtless has its technics. At the same time it must never be forgotten that it is one human spirit working upon other human spirits, awakening and directing thought, evolving power, forming habits, shaping character, and helping to determine the motive and the result of all subsequent life.

The committee sought to ascertain whether or not the preliminary work is so conducted as to be also instruction in teaching. They found that here as elsewhere, the pupil is considered as the future teacher; that "every teacher in the normal school is expected to be by example and precept a teacher of didactics."

By law each county of the State is entitled to twice as many pupils in each of the normal and training schools as it has representatives in the assembly. The committee could not learn that any county had been refused its due representation in any of the schools. Of course the number in attendance from the several counties in any given school is determined mainly by the relative distance. For example, many of the remote counties would be likely to be unrepresented at the Buffalo or Potsdam schools, while the counties of Erie and St Lawrence, and those adjacent would send pupils to fill the vacancies. The representation of counties in the several schools was found to correspond very nearly with what might be expected from their geographical positions, both with reference to each other and to the State at large. The following is the number of counties represented in each of the schools at the time of the committee's visit, viz:

Albany	40	Fredonia	8
Brockport	33	Geneseo	17
Buffalo	6	Potsdam	10
Cortland	21	Oswego	32

The committee also found that all pupils on entering the normal schools are required to sign a declaration in writing that their object in coming to the school is to prepare themselves to teach in the public schools of the State, and that they intend to teach in those schools.

On the part of the pupils, there is a manifest earnestness in their work and every indication that they are faithfully fulfilling and intending to fulfill "their part of the contract." We think no one could visit these schools in their various branches and departments, examine the work and those who do it, conversing with teachers and pupils in regard to what they are doing and the purpose for which they are doing it, without coming to the conclusion that they are in full sympathy with the State in this effort to secure competent teachers for the public schools. We used all the means at command for ascertaining the facts bearing on this matter, and were led to believe that upward of 90 per cent of the pupils, who have gone out from the normal schools of the State, have engaged in teaching; that some of the remainder have been prevented by sufficient reasons, and instances of intentional violation of the obligation assumed on entering the schools are very rare indeed.

Our examination showed that a large number of students now in the normal schools had already entered upon the profession of teaching and had thus practically discovered deficiencies in their qualifications which they sought to remedy at the normal schools. Very many also, who had never taught previous to their entrance as pupils at the normal schools, have alternated teaching in the schools outside with study and training at the normals, using the one to furnish means for the continued prosecution of the other. We incline to recommend such alteration, even if it were not a necessity. These pupils have an earnest enthusiasm in their work, and we believe the State has much to gain from its liberality in aiding them thus to qualify for the profession of teaching. The examination of the several normal schools developed the following additional facts: Each of the normal schools has a classical course of study except that at Albany. These courses embrace Latin, Greek, German and French in most of the schools. While it is deemed desirable by the faculties that each graduate should have some acquaintance with them, yet in respect to most of those languages, their pursuit is optional, rather than obligatory. About 35 per cent of the pupils avail themselves of the opportunity to study one or more of those languages.

Since their organization the schools have been growing in importance and influence, and in the attendance upon them. The average attendance upon each of them during the first five years since the organization was two hundred and nine (209). During the last five years it was two hundred and ninety-one (291). When we consider that the first five years were during a period of business prosperity and that the last five years have been times of depression in every branch of industry, the committee believe that the condition and prospects of the normal schools are decidedly encouraging. From 25 to 30 per cent of all the normal pupils complete the prescribed course and graduate. The remainder pursue from one-half to three-fourths of the prescribed course, according to their necessities or peculiar circumstances. While it is desirable that every student should complete the course, the committee are glad to be able to state that the schools are so conducted

that every portion of their instruction is of benefit to the pupil in preparing for teaching, increasingly so in proportion as opportunity is extended.

At the time of the examination of the schools there was an aggregate attendance of about seventeen hundred and fifty normal pupils, in addition to two hundred and sixteen pupils termed "academic." These normal pupils all make a declaration of intention to teach, and though the academic scholars do not, it is a fact that very many of them, also, become so imbued with the professional spirit as to enter the list as teachers. The committee are informed that many of them, after pursuing the academic course for a time, enter the normal classes and make the required declaration of their determination to teach.

In speaking of academic departments, we deem it necessary to make a further explanation lest we may be misunderstood. While there are academic scholars in all of the normal schools except Albany and Oswego, there is no specific academic department in any except Brockport and Fredonia, and in these the teachers employed as academic teachers do much normal work. All the schools having academic scholars in attendance do so by virtue of the equities and rights under which the schools were organized, as more fully appeared by our report made to the Legislature upon that subject bearing date May 14, 1878. These academic pupils are admitted free of tuition at Cortland and Fredonia, provided they reside within the limits of the respective villages. All the academic scholars at the other schools pay tuition. With the exception of Brockport, Geneseo and Fredonia, no additional classes are required for the accommodation of these academic pupils. At Geneseo there is but one additional recitation daily, occupying forty minutes. The academic pupils are subject to the same general discipline and government as the normal scholars. At several of the schools a considerable revenue is derived from these academic pupils, notably at Brockport, where the entire expense of that department is borne from its receipts, and leaving an average yearly surplus of seven hundred and sixty dollars to be applied toward the payment of the general expenses of the school. So, too, at Geneseo, the academic students pay from \$24 to \$32 per year, yielding a revenue to the school of an average of \$1400 per year, which is applied to incidental expenses, and the purchase of apparatus, etc., not strictly provided for by the law authorizing the school, but still important and necessary. At the time of the visit of the committee there were in attendance at the schools named, academic pupils as follows:

Brockport	74	Geneseo	62
Cortland	13	Potsdam	20
Fredonia	41	Buffalo	6

This gives an aggregate attendance of 216 academic pupils. These schools were not established for the benefit of this class of pupils, but the State loses nothing financially by allowing their attendance. The only question is whether or not their presence interferes with the proper work of the schools. This is certainly a liability against which the schools should constantly guard. As at present conducted the committee were unable to discover that they operated as a disturbing force, or that these pupils divert the school from its proper work or impair their professional vigor. Whatever incidental benefit accrues to the locality to that extent contributes to the general welfare.

So far as the committee can ascertain the normal pupils are generally sought after as teachers, especially where they have been tried. In some instances local prejudices exist, which have prevented the State from realizing the full measure of benefit which it would otherwise have derived. These prejudices, however, seem to have largely given way, as the system of normal schools and their results become better known. In many places an entirely new character seems to have been given to the public schools, by teachers from the normal schools, and a new interest taken in them by the communities in which they are situated.

Of course some fail in this profession as there are failures in all other professions. The exception does not disprove the rule. These failures the normal schools seek to prevent by withholding its diplomas from those who show in the practising school that they lack ability to conduct a school successfully.

While all the schools are doing excellent work, it is proper that we should report more particularly concerning some of them. The faculty and local board of the Buffalo school feel that they have, and from the first have had peculiar difficulties to contend with. The school itself compares favorably with the other schools of the State. But the committee are satisfied that its usefulness is greatly impaired by unfriendly influences. These influences have worked against the normal school almost, if not quite, from its organization.

There is a lack of harmony between it and the city schools. Without attempting to decide whether the opposition arises from personal or political influences, or both, we are clearly of the opinion that they spring from causes altogether apart from the merits of the normal school itself. One of the results of this opposition is, as the committee are informed, that normal graduates, in many cases, are refused positions in the public schools of the city, while others are employed who have had no professional training. This has operated to discourage ambitious pupils from entering the school and prevented the State from deriving the full measure of benefit from those who have entered and graduated. Here is certainly a condition of things which can not be permanently tolerated. It is also an unnatural state of affairs. The city itself, with the county of Erie, expended \$90,000 for the erection of the building. The State annually appropriates about \$18,000 for its support. It was intended to benefit the State at large by helping to educate all the children of one of its most important cities. It sought to do this by placing within its reach the means of training the teachers for its public schools. Of course it was intended to benefit other localities. But this particular school would properly be expected to be of especial service to this city, which owes its greatness to the liberal policy of the State in other matters, and which has now come to be the third city of the State, nearly half as large as some of the smaller states of the Union. The State has a right to expect that this, with other localities, will cooperate with it in accomplishing the ends sought. While we do not recommend any immediate action in regard to this school, we deem it our duty to call the attention of the State to matters there as they are represented to us.

The committee believe that the difficulty may be removed, provided the people of the city will take the matter into their own hands, with the determination that the school authorities of the city shall not refuse trained,

skilled instructors for the schools, when such can be obtained. These school officers derive their authority from the people, and should properly represent them in a hearty appreciation and thorough appropriation of the benefits of professionally trained and qualified teachers.

Special notice should be made of the school at Fredonia. It was opened in 1868 and continued for one year under the management of the Superintendent of Public Instruction and of a local board. In 1869 the school came under the exclusive control of the Superintendent and so continued until 1874. Since that time it has had a local board. This anomalous condition from 1869 to 1874 seems to have grown out of certain antagonisms, which the committee believe have now nearly passed away, and which need not be enumerated here, except so far as it may be necessary in order to understand the present condition and prospects of the school.

The village of Fredonia, with a population of less than 3000 inhabitants, expended \$100,000 for the purchase and improvement of a site "and for erecting school buildings thereon for said normal and training school with departments for academical, experimental and practicing schools, and for furnishing the same with all needful school furniture, apparatus and books" (see Laws of 1867, chapter 223). To do this evinced a most commendable appreciation of the value of education. They had long maintained an academy of a high order. Under these circumstances, in addition to the assurances said to have been given by the then superintendent, it is not surprising that there should have been some difficulty in harmonizing the claims of the State with those of the locality. We think, however, that this would have been done long ago had it not been for other conditions, which, in the past, have impaired the usefulness of the school, and to some extent rendered it a disappointment and an embarrassment to the friends of normal schools.

Prof. Palmer became principal of the school in November 1878, so that at the time of the committee's visit he had been principle only about three months. Not enough time had been given to enable the school under present conditions to fully develop its capacity for usefulness as a normal school. The committee, however, believe that the future will justify the expectation that it will soon take its place in line with the other normal schools of the State. There seemed to be a united and earnest purpose on the part of the faculty and local board to make the school all that the State expects of it. It has an able and faithful body of teachers. Complaint has been made that the academic department has been allowed to encroach upon the normal and training departments. However this may have been in the past, the committee believe that there is now a common determination on the part of the citizens, officers and teachers, to give the academic department its proper subordinate place. It is only just to add, that the school is now doing excellent work, we think it has all the elements of still higher success, and that they are working together with the prospect of attaining it.

The Albany normal school has but one course, and that for two years only. In addition to this we think there should be a more extended course; it is desirable that those who can should enjoy for a longer time the benefits of the school, and so prepare themselves for still better work as instructors. We think the effort now making to secure a greater number of pupils for the practising school should be encouraged and aided. At present the number of young pupils for the normal scholars to instruct while serving their

apprenticeship is altogether too small. It does not represent the schools they will hereafter teach; at present these primary pupils pay tuition. We think that the advantage to the State resulting from an increased number of these primary pupils would far more than compensate for the loss of the tuition fee. It is to be regretted that the school building is not better adapted to its uses. Both here and at Brockport there is too much climbing of stairs, especially for the young women, since this is believed to impair their health and thereby cause a loss of effective vigor, which neither the State nor the individual can afford. We noticed, however, that the arrangement of the classes is such as to make the best of the situation. Except as above indicated, the rooms seemed fairly well adapted to the wants of the school. We desire to add that here, as elsewhere, a high degree of professional intelligence and zeal pervades the school; and that the teachers had evidently been selected with great care, and are doing work of a high order. We think more time in the practising department and attention to methods is desirable.

Textbooks

Another matter intrusted to the committee was in pursuance of a resolution adopted by the Assembly, March 19, 1878, by which the committee were instructed "to investigate and report whether any teachers or officials of the State normal schools in the employ and service of the State, have been or are, directly or indirectly, interested, pecuniarily, in any school books, or school apparatus used in them and the common schools of the State."

The committee has pursued its investigation in view of the above resolution, so far as the normal schools are concerned, and would state the following as the result:

Albany. Dr J. Alden, the principal, is the author, and interested in the following books viz:

(1) A work on "Intellectual Philosophy." (2) A work on "The Science of Government." (3) A book of extracts for reading, thought analyses, and exercises in rhetoric. These books are used as textbooks at the Albany Normal School, approved by Dr Woolworth, secretary of the Board of Regents, and chairman of the committee on textbooks, and purchased by him. All have been in use ten or twelve years, the first two at least written and published before Dr A.'s connection with the school.

Buffalo. The teacher of drawing is preparing a set of drawing books for the use of graded schools. As far as completed, they are by authority of the city department of education in use in the school of practice at that place. They are not in use in the normal school and will not be, not being adapted to such use. The principal has published a blank form for spelling lessons, and for composition lessons. The former is used in classes in the normal schools, and practice schools.

Brockport. Prof. C. D. McLean, the principal, is the owner of three-eighths of the copyright of McVicar's Arithmetic.

Cortland. The principal of this school, Dr J. H. Hoose, published in 1876, a small volume entitled "Studies in Articulation," a book needed for use in drilling in reading and elocution, and adopted as a textbook at this school. In 1877 Miss Martha Roe, teacher of methods and superintendent of the schools of practice, published a small textbook entitled, "A Work on

Number," for the junior classes in schools of practice. She began to prepare the work before her connection with the school during her previous years of teaching. This is used as a textbook as above indicated. Prof. Stowell has been at work for some time preparing a "Syllabus in Zoology," not yet, however, ready for the press. A few pages have been published by request of principals of normal schools, in order to supply a basis for uniform work upon the subject in the normal schools.

In November and December, 1878, the principal completed a book, entitled "On the Province of Methods of Teaching, a Professional Study." This is now in press. This is designed as a textbook for normal schools, and is strictly professional in its character, embodying the author's study and reading for years. It enters into discussions which are purely professional, and supplies a pressing need, there being but very little of this literature in English for students. He has another professional book well begun, "On the Theory and Practice of School government," being an investigation of the subject, which he expects to bring out as a textbook for the profession at large. He has also written a large number of professional essays and lectures, which are believed to have contributed to the advantage of the profession, and to the improvement not only of the normal schools, but of the entire common school system.

Fredonia. No teacher of this school, or member of the board of control, is in any manner interested pecuniarily in the publication of any textbooks for schools.

Geneseo. Prof. Wm. J. Milne, principal of this school, wrote and is interested pecuniarily in the sale of a series of mathematical textbooks for use in schools. Jerome Allen, professor of natural science, is interested in the sale of some works on "Geography." Mrs Sarah F. Fletcher, teacher of English grammar and elementary methods, is interested in the sale of a work on "Primary Arithmetic."

Oswego. Prof. Herman Krusi is the author of a work on the "Philosophy and History of Education," referring especially to the new method. He is also the author of a series of drawing books. Mary V. Lee M. D., teacher of anatomy, etc., is the author of a grammar. Dr Edward A. Sheldon, the principal, is the author of three manuals for teachers, on the "Principles of Education and Methods of Teaching." Also a series of "Reading books" and "Spellers." Each of the teachers and the principal above named hold copyrights of the books so written and published by them. A number of these books were prepared before the authors had any connection with the school.

Potsdam. Dr M. McVicar, the principal, is the author of six books prepared for use in schools. He is the owner of one-third of the copyright of these books. The treasurer of the local board of trustees owns two-ninths of the copyright of these books. So far as the committee have been able to ascertain no other teachers or members of the local board are interested in the publication of textbooks or their sale. The committee are informed that in no case is there any attempt to force these books upon the several schools. They compete with those presented by others for examination, and are adopted because of their superior fitness to supply the wants of the schools. The sale of the books is not made by the authors. They are generally placed on sale at the book stores where the schools are situated as other textbooks are.

The importance of good textbooks is second only to that of good teachers. They should be written by experts in teaching, with great care, and be the result of well-matured thought and experience. It may be reasonably expected therefore of normal school faculties that they will contribute to the improvement of the textbooks for the public schools. While advancing and disseminating the science of teaching, they should also increase the facilities for conducting the work of the schools. If our textbooks had in all cases been prepared by more competent hands and with greater care, there would have been less reason to complain of frequent changes. The poor textbook from the first invites change. What we have said is, of course, with the implied understanding that neither the writing of textbooks nor anything else should be allowed to interfere with the direct work for which the teachers are employed. Furthermore, it is the *making* of many books "of which there is no end." We are rather speaking of books that *grow* out of the thoughtful experience of the teacher. So far as we have been able to ascertain these books have grown up in the way above indicated, and have been prepared without neglect of duty on the part of teachers, and were, as we are informed, compiled and perfected from materials already prepared for their own class and school work.

The New York Normal College

is a notably excellent school, not only in the magnificence and extent of its appointments, but in the system and perfectness of its management. It is fitted to awaken something much higher than mere personal or local pride, for it can not fail to inspire a high degree of hopefulness for the future of the city of New York. In various ways its influence will be felt beyond its limits. Great credit is due to the distinguished board of education and to the faculty, especially the president, Dr Thomas Hunter, under whose supervision and counsel the college was founded and has reached its present high position.

In Regard to the Equities

referred to in the resolution under which the committee were appointed, it is sufficient here to say, that the essential facts in the case could be ascertained without a personal visitation to the schools; that they accordingly made the examination and submitted their report on this point to the Assembly, on the fourteenth day of May, 1878, accompanied by a resolution instructing the superintendent to annul the order of June 11, 1877, which directed the discontinuance of the academic department in the several normal schools. The resolution was unanimously adopted and immediately acted upon by the Superintendent.

The report was substantially as follows: At the Fredonia school the committee find that an academic department is maintained by express authority of a special law passed in 1867.

At Brockport, at the time of the establishment of the normal school, a large, well-established and prosperous academy, known as the Brockport Collegiate Institute, was in successful operation. The large and commodious buildings erected by the people of Brockport for an academy, which, with the grounds, was valued at \$72,000, were deeded to the State and given up for normal school purposes upon the express assurance of the

Superintendent of Public Instruction, that an academic department would be established and maintained in the school. Upon like assurance the village raised by tax in addition thereto the sum of \$40,000, for the expense of the alterations and improvements that the Superintendent of Public Instruction required. On the completion of the improvements and the transfer of the property to the State, an academic department was established and has been maintained, except during a brief interval.

Potsdam for fifty years had had an academy known as the St Lawrence Academy. In 1866 the lot, building and apparatus, estimated to be worth \$13,000, was donated to the State on assurances substantially the same as those given by the State in the case of Brockport. In addition to this and upon the same understanding there was assessed and collected from the village and town of Potsdam and the county of St Lawrence, the sum of \$70,000 for the purpose of erecting the necessary school buildings under the direction of the Superintendent of Public Instruction. The people of Potsdam and St Lawrence county acted in this matter upon the understanding that the academic department would be maintained in connection with the normal school.

Cortland also at this time had a prosperous and flourishing academy. The trustees of the village, in pursuance of notice, offered to give \$50,000 and a site for a normal school, if one would be located at that place. The state authorities authorized the trustees of the village to announce that if the amount was increased to \$75,000 and a site, the offer would be accepted, and an academic department would be established and maintained in the school. This assurance was communicated to the citizens and taxpayers, and by a vote of 231 to 12 the corporation was bonded for the purpose. In addition to this, the trustees of the academy surrendered their academy lot for a portion of the normal school site, and by resolution donated to the State their library, furniture, chemical apparatus and geological collection, with a condition in the deed of conveyance that upon the failure of the State to maintain an academic department in the school, the lot and property should revert to the trustees of the academy. On the part of the remaining schools, it is claimed that the equities are equally strong and clear, and substantially the same. The inhabitants of these localities would never have consented to be taxed for the establishment of normal schools had they supposed that they would thereby have endangered the existence of their academies. The academic department in these schools, practically necessitates no additional expense to the State, and in some cases they have been more than self-sustaining. Under the circumstances detailed the committee report that in their opinion the academic departments attached to these schools can not be abrogated consistently with good faith on the part of the State authorities. They therefore recommend the adoption of the following resolution: *Resolved*, That the Superintendent of Public Instruction be and he hereby is requested to revoke his order of June 11, 1877, discontinuing the academic departments in said normal schools.

The grounds on which the equities claimed by the several localities were found to rest were set forth in the report above mentioned. The evidence to sustain the equities, and upon which the report was based, were annexed to said report and filed with the same. A part of the evidence in the case may be found in the twenty-fourth annual report of the Superintendent of Public

Instruction, pages 53-68. Chapter 223 of the Laws of 1867 is a special act providing for an academic department at Fredonia. Notwithstanding the equities in the case there are as elsewhere stated no academic departments properly so called, except in two of the normal schools. In the four others having academic pupils, no extra teachers are employed, and no extra class, except in one case where there is one extra recitation of forty minutes each day.

Conclusions

1 That the normal schools are performing intelligently, efficiently and in good faith, the work expected of them by the State.

2 That the normal schools are an essential part of our public school system, and as such should be liberally and unwaveringly supported.

3 That without normal schools there would be that waste in the public expenditures which must result from the employment of unskilled and incompetent teachers, and hence that true economy requires their maintenance.

4 That normal schools should have a settled place in the permanent policy of the State, and that henceforth the only question should be, How can they be improved and extended?

5 That education should be thorough and progressive, as well as universal. From such education the State has nothing to fear, but everywhere to hope.

From the foregoing it is apparent what must be the answer of the committee to the question which has been raised, "whether the normal schools are really worth to the common school system what they cost." In the first place from the nature of the case, and from a wide experience both in Europe and America, it is clearly evident that normal schools, properly conducted, are essential to economy, as well as efficiency, in any system of public instruction; and in the second place, from a personal examination of the New York State normal schools, we are satisfied that they are properly conducted, and therefore are worth to the system what they cost; that the annual appropriations for their support are wisely and economically made; and that the opposite policy would be one of wastefulness.

With a fair field in which to work, the normal schools are sure to win the confidence of the people. Whether or not any reduction can be made in the expenses of the normal schools, without impairing their efficiency or doing injustice to any concerned, will properly continue to receive the attention of the respective local boards. The utmost care should be exercised in selecting normal school teachers. The teachers of teachers should have attained the highest professional excellence, and have special aptness in aiding others to acquire the same. They should not be overtaxed by the daily school work. Some of their strength should be reserved for advancing the science itself, while they seek to understand better the beings to be taught and how to teach them.

The more complete and perfect development of the normal schools will be from within, by a natural law of growth. Their own investigations, experience, and observation, will lead by tentative steps to continual improvements. Whatever changes may be desirable in the work, and methods of the schools, can be wrought out by themselves with greater safety and more permanent benefit, than by legislative intervention. They may, however, be aided by the suggestions of others.

The committee, therefore, make the following

Recommendations

1 The nomenclature of normal schools should be so revised as to conform to the real state of the case.

The terms, "Normal department," "Primary department," "Intermediate department" and "Academic department," are used in some of the schools and corresponding terms in others, as if they indicated coordinate divisions or branches of the school. This is not the fact. There are really but two principal divisions, or departments, common to all the normal schools. The first is that in which instruction is given in the various branches taught, and in the principles of correct teaching. It is the department of instruction. Coordinate with this, and supplementary to it, is that part of the school in which the pupils are trained in the actual work of putting those principles in practice. Here the pupil serves a sort of apprenticeship under the eye of a master. This is, in fact, a department of practice and training. The name should indicate it. These two divisions are coordinate and cover the entire field occupied by all but two of the normal schools.

They might be called:

- 1 The department of instruction.
- 2 The department of practice.

Or if it be desired to have these names coincide more closely with the name applied to all but one of the schools, viz: normal and training schools, the following names might be used instead of the above:

- 1 The normal department.
- 2 The training department.

What are now called in some of the schools "Intermediate" and "Primary departments," are in fact, subdivisions of the training or practice department, hence the word "department" should not be applied to them, that name having already been appropriated. They might be called divisions. These again are subdivided into "grades." We should then have departments, divisions and grades, one above the other.

Again the name "Academic department" is a misnomer in all the normal schools of the State except Brockport and Fredonia. At Albany and Oswego the name is not used. There is no such thing at Buffalo, Cortland, Potsdam and Geneseo, as an academic department, properly so called. There are pupils in them who do not promise to teach, but who pay tuition instead. No separate classes are formed for them, except that, at Geneseo, there is one separate recitation daily. They pay for and get instruction in some of the classes in the department of instruction. These may properly be called academic pupils. They do not constitute a department. It is otherwise, however, at Brockport and Fredonia. There the name is still applicable.

2 The standard for admission should be raised, in order to give more time for the purely professional work of the schools. The committee do not forget that the faculties are obliged to select from those who come for admission upon the recommendation of the school commissioners and city superintendents with the approval of the Superintendent of Public Instruction. We do not recommend any violent change from the course now pursued by the normal schools in this matter, but we wish to emphasize the

necessity of, and encourage all efforts looking toward, a higher standard of admission.

3 The committee also recommend that the normal scholars, in addition to the promise to teach, which they now make on entering the schools, should also promise to report to the respective principals, during a specified time, as to the teaching actually done by them after leaving the normal school.

4 That the directly professional work begin the first year, provided it can be done without impairing the scholarship and culture of the pupils, for without these prerequisites no degree of mere skill can give success in teaching. The two must go together.

5 That the course of instruction at the Albany Normal School be extended so as to include at least another year, if not all that is covered by the courses of the other normal schools. It is believed that none of these includes too much.

6 Since the complete science and perfect art of teaching is not yet attained, and since the normal schools have the double function of imparting what has been learned, and at the same time working toward something beyond, and since each of our normal schools excels others in some things, the committee recommend that the principals, and as far as may be the faculties, meet as often as practicable, to discuss principles and compare methods; to the end that each may profit by the thought and experience of all.

7 One object in placing the first normal school of the State at the capital was to enable the people, especially through their representatives in the Legislature, to see for themselves what the school was doing, and capable of doing for the State. They recommend that the people generally avail themselves of every opportunity to examine all of the normal schools. The committee believe that most of the opposition to them has arisen from, or been supported by, a lack of acquaintance with them. Let them be visited. Let their work be examined. The schools themselves desire it. Great gain would result from it. It would lead to a more intelligent and active cooperation on the part of the people in this and all efforts to raise the standard of popular instruction and citizenship. School commissioners may do great good by taking pains to find those in their respective districts who seem to possess peculiar aptness for teaching, together with the other qualifications required, and encouraging such to go to the normal schools.

The committee were instructed "to consider and report to the Assembly what, if any,

Legislation

is needed in order to render the normal schools more useful to the State."

1 They are of the opinion that no legislation is required immediately affecting the schools now in operation, beyond providing for them a liberal support.

2 Reference has already been made to an act passed in 1866 appointing a commission to receive proposals for the location of four normal schools in addition to the two which had been previously established. After locating those four, the commission, consisting of the Governor, Lieutenant-Governor, Secretary of State, Comptroller, Attorney-General and Superintendent of Public Instruction, recommended the establishment of six more normal schools, making twelve in all. Only two of the six have been established.

Beyond that the recommendation of the commission has not been carried out. It is obvious that the eight normal schools now in existence are not adequate to meet the wants of the entire State. It is equally clear from their location that they were intended to be only a part of the system of state normal schools. A glance at the map will show that the southern, eastern, and, to some extent, the central and northern portions of the State are not sufficiently provided for. One-half of the eight schools are west of Rochester. It is now too late to criticise their location. They are where the State itself put them and should remain there, provided the localities co-operate with the State in making them useful according to the spirit of the original contract made at the time of their location. The committee recommend that other normal schools be established. Whether this should be done at once, or be deferred until more prosperous times return, they do not deem it necessary to express an opinion.

3 This inquiry has taken a much wider range than was at first anticipated, and has revealed the necessity for still more consideration than the committee has been able to give to it. The normal schools are, or should be, an integral part of our entire system of education. They were not intended to stand apart by themselves. They come into relationship with all the other public schools of the State. Their efficiency and value, therefore, must depend largely on their adjustment to the other parts of the system. It is impossible for the State to derive the full benefit from any of its schools unless they are brought into harmonious cooperation with each other.

In looking over the field, the committee are led to believe that, although the State has many most excellent educational forces, yet that in relation to each other they are desultory. It has the elements of an educational system, but lacks the system. Those elements are yet to be brought into vital organic unity. Without this there will be a necessary waste of teaching forces, a waste from which each generation and the State in all its parts must suffer loss. Whether the difficulty is one of organization or of administration, or of both, may somewhat appear from a brief outlook upon the situation.

Believing that the present is best understood in the light of what has preceded and produced it, the committee will notice a very few of the more prominent measures adopted by the State in relation to this matter.

In 1787 New York established a state university upon an English model, known as "The Regents of the University of the State of New York." It was authorized to grant charters to colleges and academies, and was charged with the general supervision of the colleges, academies and schools which are or may be established in this State. This scheme was capable of providing, and was doubtless intended to provide, a single supervisory power over all the schools of any grade which were then or might thereafter be established. If this idea and policy had been adhered to, we should at least have had a single system of public schools.

It was not until 1812 that a common school system for the State was established and organized by law. These schools were placed under the supervision of an officer called the Superintendent of Common Schools, an office then created. Thus there came to be two separate and independent heads to the schools of the State, namely: The Board of Regents, having supervision of the "colleges, academies and schools," except the common schools (no exception was made prior to the act of 1812), and the Superintendent

of Common Schools, having the supervision indicated by the name. At this time there were no union high schools, with or without academic departments. There were no teachers institutes or teachers departments or teachers classes connected with the academies. There were no normal schools. As these were created from time to time, it was necessary to place them under one or the other of these heads, or to create a new one. As a matter of fact they were divided between the two already in existence, some falling to the Regents and others to the Superintendent, and that, too, according to no very well-defined principle. Teachers institutes, designed for the improvement of the teachers of the common schools, were put under the Superintendent, while teachers classes, designed for precisely the same purpose, were placed under the control of the Regents. The first normal school, having the same object in view, was put under the supervision of both the Regents and the Superintendent. The seven other normal schools were placed under the exclusive supervision of the Superintendent. When the union high schools were established they were placed under the management of the Superintendent. When incorporated academies were merged in union schools, becoming simply a department of such schools, the question of supervision arose again. The result was that the Regents kept control of what remained of the academies, including the academic departments, except as to their finances, while the whole school, including the financial affairs of the academic department, was under the management of the Superintendent.

For the sake of greater accuracy, it should be said that the office of Superintendent of Common Schools continued as a separate one until 1821, when the duties of the office were transferred to the secretary of State, who became ex-officio Superintendent of Common Schools. This continued until 1854, when the duties were reassigned to a separate officer, since then known as Superintendent of Public Instruction. This latter, commonly called "The Department," and The Regents of the University constitute at present the two heads of the public schools of the State. It should also be noted in regard to the powers and duties of the Superintendent of Public Instruction, that in addition to the exclusive control and management of the common schools, he is also a sort of court of appeals. All controversies arising out of the conduct of the common schools throughout the State are referred to him and his decision is final, from which no appeal can be taken.

Instead of a single we have a double-headed system, supplemented by a sort of patch-work system. We use the word "system" for convenience, not for accuracy. Between these two supervisory powers there is doubtless such comity as should exist between civilized nations, or between cultivated gentlemen, but there is nevertheless no efficient unity of plan, whereby each part of the system is made to work in most efficient harmony with the other parts.

The common school, the high school and academy, and the college belong together in a naturally ascending series of schools, designed to give a primary, secondary and superior education. There should be a corresponding unity in their supervision. Each part should be so conducted as to give vigor to all.

In view of the facts as outlined above, the question is, what should be done.

Any one of four ways may be taken.

1 Retain the present arrangement with the expectation that continued efforts will be made to administer matters well, notwithstanding the confusion in organization.

2 Place all the schools of the State under the supervision of the Regents of the University.

3 Place them all under the supervision of the Superintendent.

4 Evolve a new unit of supervision from the two now in existence.

In a matter of such vital and commanding importance to the welfare of the State, as the education of the people is conceded to be, no innovation should be lightly made. Too much is at stake. Nor, on the other hand, should there be a refusal to make such changes as are approved by experience and supported by sufficient reasons. An institution which, like the Regents of the University, has survived the changes in the Constitution and laws of the State for nearly a century, is entitled to great respect. So, too, the "Department," having substantially kept its place under modified conditions for nearly three-quarters of a century, is entitled to a like respect. This consideration, however, should not obscure the fact that our schools lack that vital, organic unity which is essential to their highest usefulness. This lack is most deeply felt by many of our leading educators — men who are in the business and know the practical working of the system.

It is not within the scope of this report to go into details showing the effects of this want of unity. It may, however, be expected of the committee that they should at least make some suggestions which will aid in discovering a way to produce such unity.

It is one of the axioms in government, that some things require the deliberative wisdom of many, while others demand the executive will of one. The many can best suggest, sift, compare and mature policies and plans, which are best executed by one.

Upon this theory our governments, state and national, are constructed. The legislature would be a poor executive. The executive would be a poor legislature. This theory involves also the idea of the representation of different localities. So that in our legislative bodies we have the cooperation not only of many minds, but of many localities, all of whose various views and interests are to be consulted and harmonized.

In the department of the judiciary a single judge presides at the trial, but from his decision, except in matters resting in his discretion, an appeal may be taken to a tribunal where the concurrence of several is necessary to a decision.

This principle may be applied to the management of our schools. Representative men from different parts of the State, who know the peculiar needs of their several localities and who are acquainted with the advancing educational ideas of the times, should certainly be able, upon due consultation, to take a careful and comprehensive view of the condition and wants of education throughout the State. They should be able to bring all our schools into effective harmony with each other, under some one comprehensive system. Then there should be an officer charged with the duty of executing the plans formed by that body. It is not material whether such officer be called "secretary of the board," as in Massachusetts, Vermont, Connecticut, and other states, or whether he be known by any other name, aptly design-

nating his functions. The Regents might be retained, subject to such modifications, if any, in respect to number, tenure of office, etc., as the wisdom of the Legislature should direct; many of the functions of the Superintendent of Public Instruction might be retained in one officer. He, with the necessary deputies and clerks, would constitute the executive force of the system. He would in the first instance decide matters in controversy, as the Superintendent now decides them, except that provision might be made for an appeal in certain cases, from his determinations to the Regents, subject to such needful and salutary regulations as the Legislature or the Regents themselves might prescribe.

The committee believe that it is possible to construct a system in substantial accordance with the suggestions above made that would have unity and impart fresh vigor to all our schools. The common schools, the normal schools, high schools and academies would work together with more effective harmony. The different standards of education would be made to correspond with, and fit into each other. Greater thoroughness, a wider range and a more orderly progress from one branch of study to another, and from one school to another, might be secured.

In concluding this part of our report we have only to say that no system, however perfect, can accomplish the desired results unless the people themselves appreciate the value of good schools and do their part in securing them. Until the people outgrow the pernicious idea that almost any one is competent to "keep school," and that the "cheap teacher" is the one to be secured, not much progress can be made.

It has from the first been the policy of the State to refuse its aid to incompetent teachers; hence, it has required that every district sharing in the public school moneys shall employ a teacher bearing a certificate of qualification. This idea and policy has been recognized ever since our earliest colonial days. These certificates in many cases have been so easily obtained that the policy and the practice have been wide apart. The policy of the State should be to require a much higher standard of qualification, and the practice of the school trustees and boards of education should be to seek after the highest attainable qualifications. It should be understood, too, that the necessary qualification is not confined to the matter of mere knowledge—though our teachers should have more of that—*health, knowledge, culture, good character with practical skill, and ability to organize, govern and instruct are the qualifications needed.* Let all who employ teachers recognize this standard and work up to it.

When the State shall have provided ample means for acquiring professional skill in teaching and have placed those means within the reach of all, it will be in a position to say to all the schools receiving the public moneys, that unless they employ those who have learned how to teach they shall have no portion of such moneys. The State having aided in preparing teachers for the common schools may reasonably expect and demand that the latter shall employ them.

The Necessity for Normal Schools

Arises from two facts:

- 1 The importance not only of teaching, but of teaching well.
- 2 The difficulty of teaching well.

The first is conceded in a general way. That the second is not duly appreciated is shown by the too common notion that almost any one with an ordinary education is competent to keep school, and from the too prevalent practice of employing a cheap teacher because he is cheap. A more thoughtful and a more widely popular appreciation, both of the vital importance and the exceeding difficulty of teaching well, is essential to the highest success of our system of public schools.

The State is what the people *are*, not what they *possess*. The census can give only the lowest forms of wealth. The welfare of a state consists chiefly in the moral and intellectual character of its people. This character is determined by the education which is given to the children; this education is largely secured in our common schools. The schools are what the teachers make them, hence the importance of good teachers. In no sense can the State afford to treat with indifference the training of its thirty thousand instructors for its more than a million and a half children.

There are not wanting those who fear that universal suffrage is a mistake, and that, in consequence of it, our government will succumb to the malign influences that have destroyed other republics. Whether such fears are well or ill grounded must depend on what shall be done for each generation of citizens before they reach the age when they are invested with political power. If any are disposed to retrace our steps in respect to universal suffrage, it is now too late. Popular suffrage with us is a fixed fact. The question now is, What shall we do to neutralize the elements of danger, and to make it safe to intrust to the people the government of the people? Something more is required than mere regulation or any system of repression. There must be the enlightened ability to know what is right and wise in the several spheres of private, social and political life. To this must be added that integrity of character which disposes to corresponding action, and then secures it. In a word, the old answer is the true one; we must educate. But the old ideas of education need to be developed into still higher conceptions and especially into more efficient forces for accomplishing the ends proposed.

During the last fifty years the departments of human knowledge and the forms of activity have been multiplied and enlarged. More intelligence in every direction is required in order to keep pace with the civilization in the midst of which we live. This demand will continue to increase. The standard of popular education must rise to the demand and with it.

The policy of the State should look to the raising, not the lowering, of the standard of popular education. It should provide and maintain the requisite agencies. Can it be doubtful that a state acts most wisely when it provides most efficiently for the kind and extent of teaching, best adapted to secure the needed intelligence and moral discipline in the masses of the people? It should always be borne in mind that the administration of public affairs, from the lowest to the highest office, is committed to the people, that those who are to make and those who are to execute the laws, that those for whom and in whose name they are to be made and executed, will depend, in no small degree, for their character and competency upon the schools which the State provides and supports. Like schools, like people.

What the State should do in this matter of education arises also from the difficulty of doing it as the general welfare requires. If the science and the

art of war were so easily acquired that a few weeks of special instruction and drill were sufficient to prepare for successful leadership, then the national government might dispense with its military and naval schools. But the matter is too difficult to justify their abandonment. Long and patient instruction and training are found to be necessary.

Teaching has to do with the highest forms of force, namely, mental and moral. It is the art of appealing to and calling forth into exercise all the complex faculties of our nature. It is the art of developing human possibilities. It has to do with the whole of a man's being. It has reference to the entire end and scope of that being. It is clear, therefore, that the science of education must draw its data from all that a man is, and from all the relations he is to sustain. Its principles are the profoundest and most difficult of comprehension. Infinite wisdom and skill are not too much for their complete understanding and mastery.

The art of teaching is among the oldest. Great excellence here and there has been attained. Many of its principles have been enunciated with great clearness and illustrated by noble examples. But we think it is not too much to say that teaching, considered either as an art or as a science, is yet in its infancy. It requires the largest and most persistent efforts to develop the powers and resources of good education. So difficult is it, that, in order to make even a beginning on a large scale, the State found it necessary to take the matter in hand, hence the numerous statutes for the "encouragement of learning" and the "support of schools."

The difficulty, as well as the importance of teaching well, being so great, it is clear that special culture, discipline and training are necessary; and for the same reasons, together with all those considerations upon which any system of public schools depends, the State should see to it that ample means are provided for acquiring the necessary preparation. This is precisely what normal schools are for.

It is not surprising that much of the teaching at present done in our schools is unsatisfactory. It must continue to be so till the teachers possess more scholarship, more general culture, and more special training for their work. We are not now advocating higher grades of schools, but a higher order of instruction in the lower grades. The education now received in our schools is a poor result compared with what might be accomplished if our teachers possessed more of the qualifications above named. There might be at the same time more thoroughness and more progress. This does not necessarily imply that the schools should be taught for longer terms, but that better work should be done during the twenty-eight or more weeks of annual school teaching.

The committee desire to have it distinctly understood that they do not underestimate the vast good that has been accomplished by our common schools in past years. They believe that those schools have done more than any other human agency to enlighten the people and build up the State. That New York never could have attained its present high position without them. But at the same time they believe that the schools are capable of accomplishing incalculably more and better results by the application of principles and methods developed in the professional schools and applied by the trained teachers, than have hitherto been realized.

We think there is no exaggeration in saying that a teacher who understands his business will accomplish more in one year than is accomplished in three years under untrained instruction. Take the subject of grammar, as an example. If taught at the proper time and in the proper way, pupils might get a more thorough and incomparably better knowledge of the subject in one term than is often gained by studying it year after year. It is frequently a mere formal thing with no interest, no comprehension. All this is true, in spite of faithful effort to teach well. The simple truth is that the teacher does not know how. We too often see that instead of learning one thing well, and then in an orderly manner advancing to another, and so on with increasing facility and delight until numerous fields of knowledge have been intelligently entered, if not explored, with habits of thorough, discriminating and progressive thinking, all the while taking form and force, instead of all this, which is possible and should be actual, the pupil goes over and over again the imperfectly learned lesson of former years, making little progress, finding his work very dull, and forming careless, superficial habits of thought. The five years of one's life that are the best for forming habits and for doing many things which all well-educated people must do at some time are comparatively lost. It is impossible to estimate the extent of this loss. In the course of the same number of years as are now spent in the common schools, an education essentially liberal might be acquired, orderly habits of thought formed, and principles of things learned with a thoroughness and a range altogether exceptional under present conditions. Without spending any more time in school, the young might be imbued with the love of country, and with the spirit of fidelity and loyalty to duty. They might acquire discriminating habits of thought with the ability to suspend the judgment until the matter in hand is comprehended, thereby avoiding the evils that a hasty leaping to conclusions is continually bringing upon society. Instruction might be given in history, in civil government, in physiology, in botany and in the elements of many of the sciences.

Another consequence of improved teaching would be that a greater number of children of the State would attend the common schools, and those who come would do so more regularly. Good teaching is attractive as well as instructive. It draws pupils and holds them. From the report of the Superintendent of Public Instruction, it appears that of the 1,586,234 children in the State between five and twenty-one years of age, only 1,023,715 attended the common schools during the year ending Sept. 30, 1877, showing that upwards of half a million, or more than one-third of the children of the State, did not attend the common schools for any length of time during the year. This is doubtless due to many causes, but we think it safe to reckon as prominent among them the lack of competent teaching.

When we consider how great and difficult a thing it is to educate one human being, to be a citizen of a free state, we are better prepared to understand the magnitude of thus educating more than a million children. To carry on the state government is a much easier and less expensive thing than to fit the people to do it wisely. A high degree of intelligence and mental discipline is needed, in order to enable one to understand fully the rights and duties of citizenship in a free country. A high degree of moral culture is required in order to dispose one properly to exercise those rights and perform those duties. The better the intellectual and moral discipline secured in

our schools, the better will the citizen be enabled to read *understandingly* the Constitution and the laws of the State, and the better will he be able to do his part in enacting and enforcing them.

The amount of instruction given in our schools should always be subordinate to the quality of it, not how much, but how well. Education should be development and discipline, not cramming. It should lead to a real acquaintance with those things with which the pupils are to be most intimately connected. Beginnings should be made that are fitted to be followed by continual progress in after years. If the beginnings are against the grain of nature, the progress is likely to end when the immediate pressure is removed. When nature is consulted at the start, she will not fail to furnish motive for continuing. Such an education has in it both the potency and the promise of untold advantage to the State, as well as to the individual. It can not be secured unless teachers have both culture and skill—high culture and great skill. For this, normal schools are needed. As already suggested, skill in the military art is not more necessary than skill in the art of teaching. Military schools are not more essential to the one than normal schools to the other. Without trained leaders a mass of men may do considerable damage to the enemy, and now and then a man may arise in whom force of native genius does much to supply the lack of training. But no prudent nation relies upon such military leaders as these, and hence the military school has a recognized and undisturbed place in the policy of civilized nations. Even as a matter of defense we think the public schools will be found to be increasingly important. The intelligence, mental training and moral character that have been tolerable in a State where its people were few and scattered, and the currents of life flowed sluggishly, are incompatible with its safety, much less with its advancing welfare, when our industries become more diversified and our population more compact, with a growing tendency to separate into classes, where the movement of events is rapid, and where more complicated problems in quicker succession continually demand solution at the hands of the people.

The State may be enriched and strengthened by a generation of men and women trained to more orderly and reliable habits of thought, with minds liberalized and ennobled by a better acquaintance with themselves and the world they live in—with the forces that are active about them and the way to cooperate with those forces in working out practical ends. We may have a generation that better discerns the substantial meaning and worth of things as distinguished from their appearance; that better knows the difference between what things are, and what may happen for the time to be thought about them. This of itself will help to readjust the industries of the world, and to make men satisfied with any honorable calling for which they are adapted and qualified. At the same time it will generate that worthy ambition which is always striving after essentially better conditions. All this will be done when better, wiser teaching becomes the rule in our public schools.

The committee desire to call attention here to what seems to them a very grave mistake into which many have fallen, namely, that of supposing that the teacher need be intellectually only a little in advance of his pupils, and hence that almost anybody is competent to teach young children. This matter of giving tendency, motive and habit to the mind during its most

formative period, should be intrusted only to wisely skilful hands, for then, as Quintilian says, "impressions are made which are not easily to be effaced," and the mind is like "wool which can never recover its primitive whiteness after it has once been dyed." Nothing is more trite that expressions of this kind, and yet in practice this much worn truth is far from receiving due recognition. We hold that nowhere is there need of more essential culture and refinement, or a more versatile tact than in the teachers of the primary classes. Such teachers need to understand that wondrous development that takes place from infancy to maturity, which of our many faculties may be early exercised, and drawn upon and which awake later. They need that rare attainment to look with a child's eyes, while retaining a man's judgment in order that they may know what it is reasonable to expect of children and how to avoid starving their minds on the one hand, and overburdening them on the other. Nowhere will pure, strong and high character have a better opportunity to reproduce itself.

The State of New York should have a well-defined

Educational Policy

It should be the product of sagacious and liberal-minded statesmanship. It should be pursued without vacillation. Such a policy would be the natural outgrowth from the general policy of the State in the past.

Even before the administration of Clinton, there were those who saw that New York should adopt a policy with a view to making the State the commercial center of the country. Of this general policy the so-called canal policy was a part. It has resulted in making New York City the great national emporium, and has built up thriving cities, all through the State, from the seaboard to the lake shore. These things are the fruits of a *policy* projected by wise statesmanship, understanding the situation and seeking to make the most of natural advantages. Under its operation the Empire State has attained preeminence. What is now required is an equally sagacious and foreseeing policy in respect to education, whereby the intellectual and moral resources of the State may be as well developed as the physical resources have been. Our material wealth should lay the foundation for the higher wealth of intelligence and character. The State should look steadfastly toward the highest possible culture, both mental and moral, of all the people. It should be so firmly settled that no one should dare to assail it. Those to whom its carrying out is intrusted should not be compelled to spend any considerable portion of their energies in defending the policy itself from the attacks of the short-sighted, who can not see beyond the immediate future, and of those who can not apprehend anything except what can be handled and counted. Their highest energies have quite enough to do in carrying forward the work.

The policy which we recommend is not a new one. It has been suggested and urged by the very men who have been foremost in establishing our commercial policy, and the material prosperity which has grown out of it. Indeed we, at this age of the world do not need to be told that for the highest degree, even of material wealth, intelligence and morality in the masses of the people are as necessary as fertile soil, or rich mines or navigable watercourses.

Until very recently, so far as the committee can find, no Governor of the State has failed to apprehend the importance and true standard of popular education. We believe that sagacious and liberal-minded statesmanship will never seek to place popular education upon a low level, or to circumscribe it within narrow limits. We can not estimate the advantage which *every* human mind is capable of receiving from the right sort of education. New York is very far from having attained to the true standard. Yet she has never lacked statesmen who had the true idea about it, nor forces that have been working toward its attainment.

It may serve to reassure the present if we recall the views and some of the utterances of a few of the men who have made the State what it is. In 1737 when a bill to continue the appropriation for the maintenance of the public high school was before the colonial legislature we note among the majority who favored it the honored names of Livingston, Morris, Schuyler, Alexander, Verplank and Rensselaer. William Livingston, in 1753, when the colony was considering the matter of founding King's College, says: "The advantages flowing from the rise and improvement of literature, are not to be confined to a set of men. They are to extend their cheerful influence through society in general, through the whole province, and therefore ought to be the peculiar care of the united body of the Legislature."

And again, in relation to the same, he says: "To enumerate all the advantages accruing to a country from due attention to the encouragement of the means of education is impossible. The happy streams issuing from that inexhaustible source are numberless and unceasing. Knowledge among a people makes them free, enterprising and dauntless; but ignorance enslaves, emasculates and depresses them. When men know their rights, they will at all hazards defend them, as well against the insidious designs of domestic politicians as the undisguised attacks of a foreign enemy; but while the mind remains involved in its native obscurity it becomes pliable, abject, dastardly and tame; it swallows the greatest absurdities, submits to the vilest impositions, and follows wherever it is led . . . With submission, therefore, to my superiors, I would propose that an act be passed for building and establishing *two grammar schools in every county*, and enabling the inhabitants annually to elect guardians over them, and empowering the assessors to raise fifty pounds per annum, as a county charge, for the support of each master, to be nominated and paid by those guardians."

Governor De Witt Clinton, in his annual message in 1819, says: "When it is considered that education is the guardian of liberty and the bulwark of morality, and that knowledge and virtue are, generally speaking, inseparable companions, and are in the moral, what light and heat are in the natural world, the illuminating and vivifying principles; I trust I need no apology in soliciting an extension of your patronage to the higher seminaries of education." In 1825 he says: "Upon education we must therefore rely for the purity, the preservation and the perpetuation of republican government. In this sacred cause we can not exercise too much liberality." In his last annual message to the Legislature in 1828 he says: "Permit me to solicit your attention to the two extremes of education; the highest and the lowest, and this I do in order to promote the cultivation of those whom nature has gifted with genius but to whom fortune has denied the means of education. Let it be your ambition, and no ambition can be more laudable, to dispense

to the obscure, the poor, the humble, the friendless and the depressed, the power of rising to usefulness and acquiring distinction. With this view, provision might be made for the gratuitous education in our colleges of youth, eminent for the talents they have displayed and the virtues they have cultivated in the subordinate seminaries. This would call into activity all the faculties of genius, all the efforts of industry, all the incentives to ambition and all the motives to enterprise."

This is the American idea, it includes all men, and all that there is in man, every faculty of body, mind and spirit; if it finds men on a low plane it seeks to raise them, not to keep them there. This idea befits both the nature of the republic and the capacity of its citizens. In 1835, Governor Marcy, after speaking of the then flourishing condition of academies, says, "This gratifying result may be ascribed in no inconsiderable degree to the enlarged and liberal patronage extended to them by the government." In 1836 he says, "Our academies and seminaries of learning are objects of great public interest, and worthy of the fostering care of the government." In 1848, Governor Young says, "While you should leave nothing undone to improve the character, and enlarge the sphere of common schools, I feel assured that the ability of the State in so far as it can be exerted without prejudice to other interests, will be put forth to furnish facilities for a higher order of attainment in literature and science."

In respect to the higher institutions of learning, he also says, "Any abatement of the interest of the State in these institutions is to be felt almost exclusively by those who, in their inquiries after knowledge, most require the paternal care of the State. By the fortunate sons of the affluent it is regarded with entire indifference, but to those who are 'artificers of their own fortunes,' rowing against a current, struggling with poverty, and laboring with their hands to procure the means of cultivating their minds, it is matter of vital importance. *The doctrine that would deny to those institutions any participation in the moneys from time to time appropriated by the State to the cause of education, would strengthen the aristocracy of wealth by adding to it the aristocracy of letters.*"

In 1839, Governor Seward, in his annual message, severely criticises the low standard of education then prevalent, and the superficial methods of instruction. He says: "The standard of education ought to be elevated, not merely to that which other states or nations have attained, but to that height which may be reached by cultivation of the intellectual powers, with all the facilities of modern improvements, during the entire period when the faculties are quick and active, the curiosity insatiable, the temper practicable, and the love of truth supreme. . . . Science is nothing else than a disclosure of the bounties the Creator has bestowed to promote the happiness of man, and a discovery of the laws by which mind and matter are controlled for that benignant end. Literature has no other object than to relieve our cares and elevate our virtues. All the associations of the youthful mind in the acquisition of knowledge must be cheerful; its truths should be presented in their native beauty, and in their natural order; the laws it reveals should be illustrated always by their benevolent adaptation to the happiness of mankind; and the ability and beauty of what is already known should incite to the endless investigation of what remains concealed. If education could be conducted upon principles like these, the attainments of our collegiate

instruction might become the ordinary acquirement in our common schools; and our academies and colleges would be continually enjoying new revelations of that philosophy which enlightens the way, and attaining higher perfection in the arts which alleviate the cares of human life. If these reflections seem extravagant, and the results they contemplate unattainable, it need only be assured that the improvability of our race is without limit, and all that is proposed is less wonderful than what has already been accomplished. To the standard I have indicated, I hesitate not to invite your efforts. Postponed, omitted and forgotten, as it too often is, amid the excitement of other subjects and the pressure of other duties, education is, nevertheless, the chief of our responsibilities. The consequences of the most partial improvement in our system of education will be wider and more enduring than the effects of any change of public policy, the benefits of any new principle of jurisprudence, or the results of any enterprise we can accomplish. These consequences will extend through the entire development of the human mind, and be consummated only with its destiny."

During the period covered by all the foregoing citations the committee found no discordant recommendations or suggestions. It is only a false kind of education that "breeds discontent"; it is only a superficial and misdirected kind of education which disqualifies for one's proper duties and labors. It may safely be asserted that whatever tends to develop, to discipline and to regulate all the powers and resources of a man's nature, at the same time tends, also, to make him more successful, more nearly what he was intended to become, and therefore more rationally contented. A true conception of education involves nothing less. True education never makes strikers and rioters, the lack of it sometimes does. Common experience and observation of mankind undoubtedly confirm this view, apparently exceptional cases to the contrary notwithstanding.

There is no fixed line between common school and higher education. As better methods of teaching are adopted and better teachers employed, more and more will be included in the so-called common school course. It is desirable that it should be so. The more education the people have, the better, provided it is of the right sort, that is, one which recognizes the child's inborn nature, and seeks only to develop it, to put every man in actual possession of his birthright. Nothing is more worthy of the ambition of the State than to secure such education for all the people. As one of the essential means for accomplishing it, the State has wisely established her eight normal schools, which are to exercise a double function: first, that of disseminating and giving effect in the public schools to the best ideas and methods of instruction yet attained; and, second, that of developing still further those ideas and methods.

All of which is respectfully submitted.

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The policy of the State in regard to the training of teachers has related wholly to the teachers for the public schools of the State. No action has ever been taken to provide professionally trained teachers for the academies of the State. This question was raised by the Regents in the report of that body in 1867 in the following language:

The State has made liberal provision for the education of the teachers of the public schools. This began in 1835, by "the establishment and organization by the Regents of the University, of a teachers department in one academy in each of the eight senatorial districts of the State," as recommended in an elaborate report by the Hon. John A. Dix, then Superintendent of Common Schools. The first movement in this direction was thus made by this Board, and it has been continued to the present time in its supervision of the teachers departments of the academies, and also, in connection with the Superintendent of Public Instruction, of the state normal school. The amount now annually appropriated for the instruction of teachers in six normal schools, in teachers departments in ninety academies, and in teachers institutes, is more than one hundred thousand dollars. The position of teachers as officers of the State, and the duty of the State to provide for their professional education is thus as distinctly recognized as the establishment and support of the schools themselves.

The importance of such education can not be limited to the teachers of the public schools, for whom the appropriations above referred to are principally made. If there is a philosophy of education and an art of teaching, they are as applicable to the advanced departments of instruction as to the elementary. The teachers of academies as much need systematic education into the best methods of *their* duties as do the teachers of the common schools into those peculiar to them. Many a lad, after he has completed his elementary education, has had his taste for study absolutely destroyed, and his scholarship ruined by an unskilful teacher. The principals of academies are mostly supplied by the colleges, and in these they should not only be instructed in all the learning which will fit them for their work, but in all the methods which will qualify them to do it well. There is not a college in the State, nor, so far as is known or appears from their published course of studies, one in the whole country, in which specific instruction is given to its graduates in the theory and practice of teaching. It seems to be assumed that if they have scholarship, they are qualified teachers; and that they can work out, each for himself, the best means of influence over the young mind, and of training it to a knowledge and love of liberal learning. An educated and disciplined mind may be able to do this more skilfully and logically than one little cultivated, and yet the young man who goes from his alma mater familiar with the history of education and the systems of his own and other counties, who has studied the philosophy of the mind in view of the influences by which its powers may be developed, who understands the true order of their development and who, by his own training can bring himself into the warmest sympathy with his pupil and influence him to high purposes and energetic action, is surely the better qualified teacher.

In view of these considerations and others equally imperative, the Regents have no hesitation in asking from the Legislature such an appropriation as will enable them to provide, in several of the colleges of the State, instruction in didactics, on a plan which, after consultation with the proper authorities of such colleges as may be interested in the subject, they shall deem best calculated to secure the object proposed.

It is confidently believed that such a plan of education and training for the teachers of academies may be devised, as will secure to those institutions teachers with all the special qualifications for their work which are deemed indispensable for the professions of law, medicine and divinity, and that teaching, which has most to do with man's spiritual nature, will be elevated in character and advanced in rank to a full equality with the professions which have long been termed *learned*.

The most elementary public schools of the State may be taught only by those who have successfully sustained an examination by a public officer; yet the law interposes no prohibition to the employment, in an academy, of the unsuccessful candidate for a commissioner's certificate, even while the public funds contribute to his support. It may not be wise to require at once that every teacher of an academy shall pass the ordeal of an examination; and yet it is believed that the largest learning and skill will not be the rule to the teacher, and that his employment will not be elevated to the dignity of a profession, while the comparatively ignorant and unskilled are subjected to no test, and the learned and skilful receive no authorized and public recognition of superior excellence; nor can this be secured until ample provision is made by the State for the highest professional education.

The year 1904-5 witnessed a great change in the organization of state normal schools. Upon Doctor Draper's return to the head of the educational system, after the Unification Act of 1904, in the capacity of Commissioner of Education, one of the first large questions to receive his attention was the work of state normal schools. The issue between the academies and the normal schools had been practically eliminated. The great majority of the strong academies of the State had been absorbed by the rapidly developing high school system. Hundreds of public high schools had been organized in the villages of the State. There were about one thousand institutions throughout the State which were giving instruction in the academic subjects. It was unnecessary to continue academic courses in the state normal schools, which were intended to be professional institutions. The importance of methods of teaching, courses of study, school discipline and administration were such that it was generally regarded essential that all persons desiring to become teachers should devote at least two years to professional study. Doctor Draper determined to place these institutions upon a purely professional basis. This could be done without hardship to those desiring to become teachers. Students could obtain

academic training at home and generally without expense. The schools were accordingly placed on this basis and the completion of a four-year academic course was required for admission to such schools. A law exacting this requirement, although not eliminating academic work from normal schools, was enacted in 1895, and became operative in 1897. Professional courses covering a period of two years were established and given in each of the ten state normal schools. The function of the normal school was definitely determined to be that of training teachers for the elementary schools and the ten state normal schools were assigned to this special field.

The State Normal College, now the State College for Teachers, was assigned to the special field of training teachers for secondary schools.

The discontinuance of academic courses in state normal schools resulted in a decrease in the number of students in attendance upon such institutions. For a few years the institutions were regarded as in a declining condition. In 1909 these institutions had the smallest enrolment since the schools had become firmly established. Doctor Draper then believed that some of these institutions would ultimately be abandoned. The principals in charge of these schools are entitled to great credit for the courage and spirit shown at this time. Through their efforts and cooperation it was possible to rehabilitate these institutions and make them the institutions for the professional training of teachers which the status of the public school system of the State demanded they should be. All these institutions are now filled to their capacity and many of them are overcrowded. They occupy a unique and important position in the public school system of the State. They are to train teachers for the elementary schools and the product of these institutions goes almost wholly into the cities and villages of the State.

These institutions are not able to supply the required number of teachers for the elementary schools of cities and villages. City training schools supplement the work of the normal schools and supply for city schools the teachers which the normal schools are unable to furnish.

The scope of the work of state normal schools has been greatly extended. The new and additional courses of study which are given in elementary schools place greater demands upon such institutions. These schools not only maintain courses for the regular elementary teachers but special courses have been provided for teachers of kindergarten, manual training, drawing, music, defective pupils, open-air classes and vocational subjects including

domestic science and art. Special courses have also been organized for teachers of agriculture and for teachers in rural schools.

Summer schools have also been established so that teachers who have been employed in the schools for many years and who did not have the advantage of professional courses before beginning to teach may go to these institutions and receive training which will modernize their methods and enable them to render greater service to the children under their instruction. These summer sessions also afford teachers who have had professional training and who feel the need of reviewing in the subjects which they teach, the opportunity of returning to receive instruction along lines of the best approved methods of teaching. The following courses are now maintained in the state normal institutions:

NEW YORK STATE COLLEGE FOR TEACHERS

Applicants for admission to the State College for Teachers at Albany must be at least sixteen years of age and must have a certificate of good moral character. A student entering from another college or university must furnish from such institution a certificate of honorable dismissal before admission. Before being admitted to the college all applicants are required to sign the following declaration: "We, the undersigned, hereby severally and individually declare that our object in entering the New York State College for Teachers is to prepare ourselves to discharge in an efficient manner the duties of a teacher, and we further declare that it is our intention to devote ourselves to teaching in the schools of the State."

Candidates for admission must have completed 15 units of work, one unit of credit being given to a subject of study pursued through a school year with not less than four recitation periods each week. Entrance requirements may be satisfied by offering the proper certificates or by examination. A graduate of a college or university will be admitted upon the presentation of his diploma without further examination as a candidate for the master's degree in pedagogy or education. A graduate of a normal school of this State will be admitted upon the presentation of his diploma, together with the qualifications prescribed for entrance to the college, and will be permitted to complete in two years any of the courses leading to the degree of bachelor of science. Special students, not candidates for degrees, are admitted to the various courses of study.

Courses

The college offers four-year courses leading to the degree of bachelor of arts and bachelor of science covering the studies ordinarily pursued in colleges of liberal arts, together with certain requirements in pedagogical subjects and a course of successful practice teaching under supervision. It also provides four-year courses preparing students to teach special subjects in high schools, such as business administration, domestic science, industrial subjects, music, art, and physical education. These courses lead to the degree of bachelor of science. It further provides courses of one year of advanced study in education leading to the degree of master of pedagogy or master of arts in education. These courses must be pursued in residence and demand as a prerequisite the bachelor's degree from a college of approved standing. With each of these degrees there is granted a life certificate to teach in the public schools of this State.

The degree of bachelor of arts or bachelor of science is conferred upon candidates who after meeting the conditions for admission complete work amounting to sixty-two points, a "point" being one hour of lecture or recitation work a week during a year.

Special and Technical Courses

Students desiring to prepare for teaching music, art, or business administration elect these subjects for their major work.

Courses are offered in household economics, domestic science and domestic art, for women; and in industrial subjects for men. These are four-year courses and lead to the degree of B. S.

To meet the demand for teachers in the vocational schools, two shorter courses than the four-year course for teachers in technical and vocational schools are offered, furnishing the purely technical preparation for teaching in these departments.

These courses are a one-year course in industrial education and a two-year course in industrial education for men.

Students who complete this course are granted a life certificate as teacher of a specific trade in trade and factory schools of the State.

State Normal Schools

The State at present maintains normal schools at Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Oneonta, Oswego, Plattsburg and Potsdam. These schools are under the immediate

supervision of a local board, consisting of not less than three or more than thirteen persons, who are appointed by the Commissioner of Education. The Commissioner of Education prescribes the courses of study and determines the number of teachers employed in each school and the salaries of such teachers.

The special function of the normal schools is to prepare teachers for the elementary schools of the State. Students desiring to be admitted to the regular courses offered in the normal schools must be graduates from an approved four-year academic course, must be at least 16 years of age, and must receive a formal appointment by the district or city superintendent of the district or city in which they reside.

General Professional Courses

There are three general professional courses of study prescribed by the Commissioner of Education for the state normal schools. Each of these courses covers a period of two years. These courses are:

- 1 Elementary teachers course
- 2 Kindergarten-primary course
- 3 Kindergarten course

The elementary teachers course prepares teachers for the grades of the elementary schools of the State. The diploma issued to a graduate of this course is a life license to teach in any public school of the State without further examination. This course is given in each of the state normal schools.

The kindergarten-primary course prepares teachers for the kindergarten and the first six years of the elementary schools. Graduates of this course receive a diploma which is a license to teach for life in any kindergarten in the State or in the first six grades in any public school in the State without further examination. This course is given in all the normal schools except Brockport and Plattsburg.

The kindergarten course prepares teachers for the kindergarten and a graduate of such a course receives a diploma which is a license to teach for life in any kindergarten in the State without further examination. This course is given in the following normal schools: Buffalo, Cortland, Fredonia, Geneseo and Oswego.

These courses include the following subjects and the figures following each subject indicate the number of recitations required in such subject:

Elementary teachers course

	PERIODS
Psychology	100
Principles and history of education.....	100
Methods of language, grammar and composition.....	100
Methods of literature (optional)	100
School economy	40
Methods of vocal music.....	120
Methods of arithmetic and algebra.....	120
Methods of American history.....	80
Methods of drawing and elementary handwork.....	160
Logic	80
Methods of Latin (optional).....	100
Methods of geography.....	100
Methods of primary reading, spelling and phonics.....	100
Methods of nature study and methods of elementary science.....	100
Methods of manual training or household arts.....	160
Penmanship	40
Methods of physical training.....	120
Observation and practice.....	600

Kindergarten-primary course

Psychology	100
Principles and history of education.....	100
Methods of vocal music.....	60
Methods of arithmetic.....	80
Methods of United States history.....	40
Methods of drawing and handwork.....	160
Logic	80
Methods of geography.....	100
Methods of reading, spelling, phonics, language.....	100
Methods of nature study and elementary science.....	100
Methods of penmanship.....	40
Methods of physical training.....	120
English voice training, children's literature, story-telling.....	100
Songs and games.....	100
Mother play, gifts, occupations.....	160
Program of kindergarten procedure.....	40
Observation and practice.....	580

Kindergarten course

Logic	80
English — reading, spelling, phonics and voice training.....	80
Elementary science and nature study.....	200
Drawing	140
Penmanship	40
Physical training.....	120
Music	40
Psychology	100
History of education.....	100

	PERIODS
English — voice training, children's literature, story-telling.....	120
Songs and games.....	120
Mother play, gifts and occupations.....	180
Principles of education with special reference to kindergarten.....	60
Program — kindergarten procedure.....	60
Observation and practice.....	560

Kindergarten-primary diploma. Students who complete the kindergarten course and who then complete the methods of grammar and composition, arithmetic, American history, geography, with training and teaching of the regular normal course, will receive diplomas licensing them to teach in both kindergarten and elementary schools.

Special courses

In addition to the three general courses offered in each of the normal schools, the Department has authorized the offering of special courses in the various schools, as indicated below:

BROCKPORT

A special rural school course has been authorized for the Brockport State Normal School. Its purpose is to prepare teachers for efficient service in the rural schools of the State.

The course is one year in length. Those who complete it satisfactorily are given a diploma authorizing them to teach in the rural schools of the State. The diploma is valid for a period of ten years and is valid without indorsement in any school, outside of villages of 5000 population or of cities, which does not maintain an academic department. This diploma may be renewed for a period of ten years, provided the holder thereof teaches on such certificate for a period of at least five years. The holder of this diploma may also complete the remainder of the normal school course for the regular diploma authorizing the holder thereof to teach in any public school of the State for life.

The course includes the following subjects. The figures following each subject indicate the number of recitations required:

Rural school course for high school graduates	PERIODS
Psychology	100
Methods of language, grammar and composition.....	100
School economy and rural school organization.....	40
Methods of vocal music.....	80
Methods of arithmetic	60

	PERIODS
Methods of American history.....	80
Methods of drawing and elementary handwork.....	120
Methods of geography	100
Methods of primary reading, spelling and phonics.....	100
Methods of nature study and of elementary science.....	100
Penmanship	40
Methods of physical training.....	80
Observation and practice.....	200
<hr/>	
Total.....	1200

There has been a great demand for a course in the normal schools which would furnish teachers for rural schools. Very few teachers who graduate from the regular normal course go to rural schools, as the demand from cities and villages for normal trained teachers is so great that it is impossible to meet it. The one-year course will draw those who are not able to spend two years in school at one period. It is very likely that most of those who complete the one-year course will return after teaching for a year or more and qualify for the full normal diploma. In any event it is believed it will give the rural schools better prepared teachers. The requirements for admission to the rural school course are the same as to the regular normal course.

BUFFALO

The Buffalo State Normal School offers exceptional advantages for training those who wish to become teachers of trades or of the book subjects correlated with trade school work. Courses in pedagogy, English, science and mathematics adapted to the needs of these particular groups are offered under instructors who have made a special study of the field of industrial education. In addition, all students are required to conduct development lessons before critics in the shop laboratories of the school and participate in round-table discussions of problems involved.

Ample and thorough experience in practical teaching is secured through the cooperation of the Buffalo department of education which permits normal students to teach under efficient supervision in the day and evening classes of the vocational centers and the Technical High School of the city system.

Students in vocational courses are given credit as they finish each subject. Experience shows that it takes, on the average, three years to complete the courses in evening classes.

The man who is a thorough master of a trade is most likely to prove a successful teacher of that trade or of the book subjects connected with it. Appreciating that ordinarily such a man would be employed as a wage-earner during the day, the school conducts its normal vocational classes for these groups in the evening. The length of the term is from September until June each year.

The vocation work is grouped under two general heads: Trade group (course A) and Book work group (course B), the former qualifying for teaching the trades themselves and the latter for teaching the book work, applied science, industrial geography, history, mathematics etc., which are correlated with the hand work in the best types of vocational schools.

The school is prepared to give pedagogic training for teaching most of the recognized skilled trades.

Outline for trade group—course A

	PERIODS
History and principles of education.....	100
Psychology	100
Arithmetic	40
Science	120
Theory and methods in shop instruction.....	300
Drawing and design.....	240
Shop work in the trade selected.....	1200
Teaching	400

Book work group—course B

This course is planned to meet the demand of vocational schools for teachers of book work who have a knowledge of the fundamental principles and technical terms common in industrial lines.

Outline of course

	PERIODS
History and principles of education.....	100
Psychology.....	100
Commercial geography	100
Industrial economics	100
English	150
Hygiene	50
General science.....	200
Methods in mathematics and applied mathematics in shop work.....	900
Drawing and design	240
Industrial education—materials	100
Observation and teaching.....	400

Ability to make simple freehand perspective sketches and working drawings, as well as to do mechanical drawing satisfactorily, is essential for the equipment of any well-qualified teacher of a vocation. The courses in vocational work are planned on the supposition that candidates have a fair ability in all these lines. The drawing presented in the courses of study is intended simply as an opportunity to review the subject and to apply it to the work of teaching. Candidates must therefore secure outside of the school such training as they may need to give them the required facility in working drawings and in simple representation.

The school maps out a course of reading which the students of the vocational classes are required to follow during the long vacation. Tests covering the scope of this reading are given at the resumption of work each fall.

CORTLAND

This school gives a teacher's course in agriculture. The object of this course is to train teachers to teach agricultural courses in the small high schools which are distributed throughout the State. To meet present conditions, two courses have been prescribed.

The two-year course is open to men at least 16 years of age, who have had farm experience, and who have a diploma of graduation from a course (or the equivalent) prescribed by the Commissioner of Education for admission to normal schools.

The one-year course is open to young men who are high school graduates, or have had equivalent education, have had farm experience, hold a life certificate, valid in this State, and have had at least one year's successful experience in teaching.

Two-year agricultural training course

First term		First year		Second term	
Physics (agricultural).....	5	Farm mechanics.....	5		
Psychology	5	Manual training.....	5		
Botany	5	Entomology	5		
History of education.....	5	Bacteriology and plant pathology	5		
Chemistry	5	Chemistry	5		
Second year					
Horticulture	5	Farm crops	5		
School economy	2	Dairying	5		
Animal husbandry	5	Farm management and farm			
Advanced science methods....	5	practice	5		
Observation	10	Teaching	10		
Grammar methods.....	5				

One-year agricultural training course

First term		Second term	
Physics (agricultural)	5	Farm mechanics.....	5
Horticulture	5	Farm crops.....	5
Botany	5	Entomology	5
Animal husbandry.....	5	Bacteriology and plant pathology	5
Advanced science methods.....	5	Dairying	5
Chemistry	5	Farm management and farm practice	5
		Chemistry	5

The figures denote the number of hours each week throughout the term.

Those completing either of these courses receive a diploma which is a license to teach agricultural courses in the schools of the State.

FREDONIA

Special two-year courses in music and drawing are offered at the Fredonia State Normal School. To be admitted to these courses candidates must show the completion of a four-year high school course.

The graduates of these courses receive diplomas which are licenses to teach the special subject of such course in any public school in the State.

GENESEO

The Geneseo State Normal School gives a special course covering a period of two years for training teachers who are to have general charge of public school libraries. All school libraries should be under the general direction of a trained librarian. The great majority of schools having large libraries do not need the constant services of a librarian. This special course is a combination of the work given in the elementary teacher's course and of work related to a technical library course. To provide economical administration, school authorities may employ the graduates of this course, allowing them to give part of their time to the care of the library and to teach the remainder of the time. It is called a course for teacher-librarians.

Admission to this course is on the completion of an approved minimum high school course which must also include four years of high school English.

<i>Course of Study</i>	PERIODS
Psychology	100
History and principles of education.....	100
Methods of grammar and composition.....	100
Methods of reading, spelling and language.....	100
Methods of literature	300
Methods of United States history.....	80
Methods of geography	60
Methods of drawing	140
Methods of vocal music	120
Methods of arithmetic	80
Methods of manual training	40
Observation and teaching.....	450
Administration of small school library:	
Cataloging, classification, book-selection, reference work, mechanical processes, etc.....	150
Children's literature:	
Study of different classes of books for children, story-telling, etc.	100
Practice work:	
Teaching of library lessons in grades and high school; practice in all library processes.....	150

Graduates from this course receive diplomas which are life licenses to teach in any public school in the State.

Summer Session

Special summer courses have been offered at the Geneseo State Normal School since 1914. These courses are based on the regular courses for elementary and kindergarten-primary teachers. They extend over a period of six weeks.

Classes are organized in school management, educational psychology, history of education, literature, English, grammar and composition, history, geography, penmanship, nature study, physics, biology, algebra, arithmetic, music, drawing, manual training, physical training, household arts and kindergarten work.

ONEONTA

Summer Session

The first summer session organized at any of the normal schools in this State was that given at Oneonta in 1912. The regular courses for elementary and kindergarten-primary teachers forms the basis for the summer work. The course is six weeks in length, and the subjects offered are practically the same as those given at Geneseo and mentioned in the preceding paragraph.

OSWEGO

A special course in manual arts is offered at the Oswego school. The entrance requirements to this course are the same as the entrance requirements to the general professional courses. Candidates who are not graduates of a high school, but who are of mature age and have had several years' experience in one or more trades or occupations, may be admitted to this course on approval of the Commission of Education.

<i>Course of study</i>	PERIODS
Psychology	100
History and principles of education.....	100
English	50
Methods in science.....	100
Shop mathematics.....	100
Shop administration	
History and theory of industrial education, a study of equipments, organization of work, materials, and local industries.....	200
Drawing	
Design, representation, mechanical.....	400
Shopwork	
Joinery	100
Cabinetmaking	150
Wood turning, patternmaking.....	150
Art metal work.....	100
Machine shop practice.....	200
Printing and bookbinding.....	100
Foundry practice and forging.....	200
Teaching	400

Graduates of this course receive diplomas which are licenses to teach the manual arts in the public schools of the State.

*Course for Teachers and Supervisors of Those Whose Minds Have
Not Developed Normally*

It is claimed by those who have investigated the matter that at least 2 per cent of the children in school are mental defectives to such a degree that they can not profit by the course of study adapted to the other 98 per cent. They require special instruction and training by those who understand them and who know how to teach the things they are capable of doing. If they are not of the imbecile type, which must be detained under restraint in State institutions, but have failed to keep up with their classes in school, they often become potential criminals. The cost to the State to protect itself from them is much more than will furnish the training which will assure protection to itself and will save the individual from himself and teach him to contribute in some degree to his own welfare.

Thus far New Jersey is the only state having a law which provides special classes for subnormal children. In recent years some of the larger cities have realized the need and have established rooms and teachers for them, not only for the improvement of individuals but for the relief of the classes of which they were the troublesome members. The cities in this State may generally organize such classes, as some have done.

No regular course of training has as yet been established to furnish teachers for this work. The nearest approach has been a six-weeks period of observation and lectures in a few institutions for the feeble-minded. Several universities have offered courses intended to help in this direction. The growing need to care for this class of children, arising from the sense of duty to them and economy for the State, has lead the Education Department to establish a course for teachers of such children, to be offered at the Oswego Normal School in September 1916. It is open to those who have some special gifts adapted to this work and who already possess a normal school diploma. The course will cover a year of theory, observation, and practice under an expert trained by the leading authorities in this country. A special diploma will be issued authorizing graduates to teach, organize, and supervise subnormal classes. The earlier graduates will no doubt be in demand to train others and the salaries for such teachers are already in advance of that average for the grades. Only a limited number will be enrolled for the course. Later it is possible that a shortened course may be given for those who do not care to become supervisors but wish to do class work only.

PLATTSBURG

At the Plattsburg school a course is offered for teachers of commercial subjects. The requirements for admission are:

1 Graduation from any four-year course in an approved high school or its equivalent.

2 Graduation from a general normal school course approved by the Education Department. Candidates who present this credential will be permitted to finish the course in one year if they show the required aptitude.

3 Graduation from a college course approved by the Commissioner of Education. Candidates who present this credential will be permitted to finish the course in one year if they show the required aptitude.

4 Special cases:

a Candidates 21 years of age who have completed two years of

academic work in a high school may be admitted with the understanding that they must complete the minimum approved high school course before graduation.

b Candidates who have completed three years of academic work plus an approved commercial course may be admitted with the understanding that they must complete the minimum approved high school course before graduation. Credit will be given for the commercial course so that the diploma may be earned in two years.

Course of study

	PERIODS
Elementary bookkeeping, business practice, business writing and methods	200
Advanced bookkeeping, office practice, business writing and methods.	200
Commercial arithmetic and methods.....	100
Commercial geography and methods.....	100
Commercial English, correspondence and methods.....	60
Commercial law and methods.....	100
History of commerce and methods.....	100
Economics	100
Elementary shorthand and methods.....	200
Advanced shorthand and methods.....	200
Typewriting and methods.....	200
Principles of accounting.....	100
Accounting practice	100
Logic	80
Psychology	100
Principles and history of education.....	100
School economy	40
Observation and practice.....	400

Graduates from this course, upon recommendation of the principal of the school, receive diplomas which license their holders to teach in any commercial school or commercial department in any public school in the State.

POTSDAM

Special two-year courses in music and drawing are offered at the Potsdam Normal School. To be admitted to these courses, candidates must show the completion of a four-year high school course.

The graduates of these courses receive diplomas which are licenses to teach the subject of such course in any public school in the State.

Appropriations for Normal Schools

The following statement shows the amount of appropriations made by the Legislature for the support of the several state normal institutions since the organization of each of such institutions, and the purpose for which the appropriation was made:

Albany

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTER- ATIONS	FURNITURE, APPARATUS ETC.	TOTAL
1844	311.....	.....	\$0 600 ..	.....	.....	\$0 600 ..
1845	.....	.....	10 000 ..	.....	.....	10 000 ..
1846	.....	.....	10 000 ..	.....	.....	10 000 ..
1847	51.....	.....	10 000 ..	.....	\$500 ..	10 500 ..
1848	318, 381.....	\$15 000 ..	10 000 ..	.....	500 ..	25 500 ..
1849	50, 301.....	10 000 ..	10 000 ..	.....	.....	20 000 ..
1850	133, 80, 274.....	2 090 ..	*11 000 ..	\$300 ..	.....	13 300 ..
1851	498, 547, 498.....	.....	*11 000 ..	800 ..	.....	11 800 ..
1852	338.....	.....	*11 000 ..	.....	.....	11 000 ..
1853	219.....	.....	10 030 ..	.....	.....	10 000 ..
1854	290.....	.....	10 030 ..	.....	.....	10 000 ..
1855	538.....	.....	12 000 ..	.....	.....	12 000 ..
1856	3, laws of 1857.....	.....	12 000 ..	.....	.....	12 000 ..
1857	541.....	.....	12 000 90 ..	.....	.....	12 000 90 ..
1858	333.....	.....	12 000 ..	.....	.....	12 000 ..
1859	500.....	.....	12 000 ..	.....	.....	12 000 ..
1860	412.....	.....	12 000 ..	.....	.....	12 000 ..
1861	201.....	.....	12 000 ..	.....	.....	12 000 ..
1862	435.....	.....	12 000 ..	.....	.....	12 000 ..
1863	135.....	.....	12 000 ..	.....	.....	12 000 ..
1864	280.....	.....	12 000 ..	.....	.....	12 000 ..
1865	351, 351, 598.....	.....	20 000 ..	.....	.....	20 000 ..
1866	476.....	.....	16 000 ..	.....	.....	16 000 ..
1867	519.....	.....	16 000 ..	.....	.....	16 000 ..
1868	830.....	.....	18 000 ..	.....	.....	18 000 ..
1869	645, 822.....	.....	34 000 ..	.....	.....	34 000 ..
1870	281.....	.....	16 000 ..	.....	.....	16 000 ..
1871	718.....	.....	16 000 ..	.....	.....	16 000 ..
1872	541.....	.....	18 000 ..	.....	.....	18 000 ..
1873	643, 760.....	.....	18 000 ..	2 000 ..	.....	20 000 ..
1874	308.....	.....	18 000 ..	.....	.....	18 000 ..
1875	373, 634.....	.....	21 000 ..	.....	.....	21 000 ..
1876	193, 192.....	.....	18 000 ..	5 500 ..	.....	23 500 ..
1877	128, 275.....	.....	18 000 ..	.....	5 000 ..	23 000 ..
1878	29, 252.....	.....	18 000 ..	2 500 ..	.....	20 500 ..
1879	118, 272.....	.....	18 000 ..	2 500 ..	.....	20 500 ..
1880	111.....	.....	18 000 ..	.....	.....	18 000 ..
1881	185, 475.....	.....	18 000 ..	1 500 ..	.....	19 500 ..
1882	270, 303.....	.....	18 000 ..	.....	2 000 ..	20 000 ..
1883	243, 480.....	125 000 ..	18 000 ..	.....	.....	143 000 ..
1884	550.....	.....	18 000 ..	.....	.....	18 000 ..
1885	240, 280.....	35 600 ..	18 000 ..	.....	39 700 ..	93 300 ..
1886	330, 413.....	.....	25 000 ..	.....	.....	25 000 ..
1887	195, 460.....	.....	24 109 23 ..	.....	.....	24 109 23 ..
1888	269, 270.....	.....	27 500 ..	.....	.....	27 500 ..
1889	509, 570.....	.....	23 500 ..	1 000 ..	.....	24 500 ..
1890	84.....	.....	23 500 ..	.....	.....	23 500 ..
1891	114, 302, 339.....	.....	29 000 ..	13 080 ..	.....	42 080 ..
1892	324.....	.....	26 000 ..	.....	.....	26 000 ..
1893	414.....	.....	26 000 ..	.....	.....	26 000 ..
1894	654.....	.....	26 000 ..	.....	.....	26 000 ..
1895	807.....	.....	26 000 ..	.....	.....	26 000 ..
1896	948.....	.....	29 000 ..	.....	.....	29 000 ..
1897	790, 306.....	.....	29 000 ..	20 649 92 ..	.....	49 649 92 ..
1898	605, 593.....	.....	29 000 ..	2 485 ..	.....	31 485 ..
1899	570.....	.....	29 000 ..	.....	.....	29 000 ..
1900	418.....	.....	30 000 ..	.....	.....	30 000 ..
1901	644.....	.....	30 000 ..	.....	.....	30 000 ..
1902	593, 594.....	10 000 ..	30 000 ..	2 000 ..	.....	42 000 ..
1903	598, 599.....	.....	36 000 ..	5 000 ..	.....	41 000 ..
1904	728, 729.....	20 000 ..	35 000 ..	5 000 ..	.....	60 000 ..
1905	699, 700.....	.....	35 000 ..	8 000 ..	.....	43 000 ..
1906	683, 686, 435.....	368 000 ..	42 000 ..	2 000 ..	.....	412 000 ..
1907	577.....	.....	45 000 ..	.....	.....	45 000 ..
1908	465, 466.....	.....	50 000 ..	1 000 ..	.....	51 000 ..
1909	432, 433.....	.....	60 000 ..	15 000 ..	50 000 ..	125 000 ..
1910	512, 513.....	.....	75 000 ..	15 000 ..	.....	90 000 ..
1911	810, 811.....	.....	85 000 ..	10 000 ..	.....	95 000 ..
1912	516, 547.....	.....	99 000 ..	10 600 ..	.....	109 600 ..
1913	701, 702.....	.....	99 000 ..	.....	.....	99 000 ..
1914	520, 531.....	.....	97 000 ..	5 000 ..	.....	102 000 ..
1915	745, 726.....	.....	110 416 66 ..	9 000 ..	.....	119 416 66 ..
		\$585 600 ..	\$1 936 626 79 ..	\$139 914 92 ..	\$97 700 ..	\$2 759 841 71 ..

Brockport

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTER- ATIONS	FURNITURE, APPARATUS ETC.	TOTAL
1868	717, 830.....	.....	\$19 000 ..	.....	.....	\$19 000 ..
1869	645, 822.....	.....	24 000 ..	.....	.....	24 000 ..
1870	281, 492.....	.....	27 804 50	\$5 000 ..	.....	32 804 50
1871	715, 718.....	.....	18 000 ..	5 000 ..	.....	23 000 ..
1872	541, 733.....	.....	18 000 ..	3 000 ..	.....	21 000 ..
1873	643, 700.....	.....	18 000 ..	5 169 13	.....	23 169 13
1874	398.....	.....	18 000 ..	.....	.....	18 000 ..
1875	373.....	.....	18 000 ..	.....	.....	18 000 ..
1876	192.....	.....	18 000 ..	.....	.....	18 000 ..
1877	128, 275.....	.....	18 000 ..	5 000 ..	.....	23 000 ..
1878	29.....	.....	18 000 ..	.....	.....	18 000 ..
1879	148.....	.....	18 000 ..	.....	.....	18 000 ..
1880	141, 549.....	.....	18 000 ..	7 852 ..	.....	25 852 ..
1881	185, 475.....	.....	18 000 ..	10 000 ..	.....	28 000 ..
1882	270.....	.....	18 000 ..	.....	.....	18 000 ..
1883	243, 491.....	.....	18 000 ..	3 500 ..	.....	21 500 ..
1884	550, 551.....	.....	18 000 ..	6 799 50	.....	24 799 50
1885	240.....	.....	18 000 ..	.....	.....	18 000 ..
1886	413.....	.....	18 000 ..	.....	.....	18 000 ..
1887	400, 195.....	\$35 419 ..	17 997 04	8 608 ..	.....	62 024 04
1888	138, 269, 270.....	10 000 ..	18 000 ..	7 500 ..	.....	35 500 ..
1889	509.....	.....	20 000 ..	.....	.....	20 000 ..
1890	84, 348.....	.....	20 000 ..	6 000 ..	.....	26 000 ..
1891	144, 302.....	.....	20 000 ..	8 000 ..	.....	28 000 ..
1892	324.....	.....	20 000 ..	.....	.....	20 000 ..
1893	414.....	.....	20 000 ..	.....	.....	20 000 ..
1894	654.....	.....	20 000 ..	.....	.....	20 000 ..
1895	122, 807, 932.....	.....	27 500 ..	14 750 ..	\$5 100 ..	47 350 ..
1896	918.....	.....	25 000 ..	.....	.....	25 000 ..
1897	306, 790.....	.....	25 000 ..	5 500 ..	.....	30 500 ..
1898	606, 593.....	.....	25 000 ..	8 899 85	.....	33 899 85
1899	569, 570.....	.....	25 000 ..	4 239 93	.....	29 239 93
1900	418, 419.....	60 000 ..	26 500 ..	.....	.....	86 500 ..
1901	644, 645.....	48 300 ..	26 500 ..	700 ..	3 000 ..	78 500 ..
1902	593, 594.....	.....	28 500 ..	4 000 ..	.....	32 500 ..
1903	598, 599.....	.....	31 000 ..	1 000 ..	.....	32 000 ..
1904	728, 729.....	.....	31 000 ..	2 000 ..	.....	33 000 ..
1905	699, 700.....	.....	31 000 ..	15 000 ..	.....	46 000 ..
1906	685, 686.....	.....	32 000 ..	10 000 ..	.....	42 000 ..
1907	577, 578.....	.....	36 000 ..	1 000 ..	.....	37 000 ..
1908	465, 466.....	.....	36 000 ..	1 000 ..	.....	37 000 ..
1909	432, 433.....	.....	36 000 ..	2 500 ..	.....	38 500 ..
1910	512, 513.....	.....	36 000 ..	2 000 ..	.....	38 000 ..
1911	810, 811.....	.....	36 000 ..	5 000 ..	.....	41 000 ..
1912	546, 547.....	.....	36 000 ..	5 000 ..	.....	41 000 ..
1913	791, 792.....	.....	37 500 ..	1 000 ..	.....	38 500 ..
1914	529, 531.....	.....	40 000 ..	8 000 ..	.....	48 000 ..
1915	725, 727.....	.....	40 000 ..	7 000 ..	.....	47 000 ..
		\$153 719 ..	\$1 182 301 54	\$180 018 41	\$8 100 ..	\$1 524 138 95

Buffalo

1870	281.....	.....	\$18 000 ..	.....	.....	\$18 000 ..
1872	733, 541.....	.....	18 000 ..	\$6 000 ..	.....	24 000 ..
1873	613.....	.....	18 000 ..	.....	.....	18 000 ..
1874	398.....	.....	18 000 ..	.....	.....	18 000 ..
1875	373, 803.....	.....	18 000 ..	5 000 ..	.....	23 000 ..
1876	192.....	.....	18 000 ..	.....	.....	18 000 ..
1877	128.....	.....	18 000 ..	.....	.....	18 000 ..
1878	29.....	.....	18 000 ..	.....	.....	18 000 ..
1879	148.....	.....	18 000 ..	.....	.....	18 000 ..
1880	141.....	.....	18 000 ..	.....	.....	18 000 ..
1881	185.....	.....	18 000 ..	.....	.....	18 000 ..
1882	270.....	.....	18 000 ..	.....	.....	18 000 ..
1883	243.....	.....	18 000 ..	.....	.....	18 000 ..
1884	550.....	.....	18 000 ..	.....	.....	18 000 ..
1885	525, 240.....	.....	18 000 ..	1 500 ..	.....	19 500 ..
1886	413.....	.....	18 000 ..	.....	.....	18 000 ..
1887	460, 195.....	\$25 830 ..	17 639 04	.....	.....	43 469 04
1888	269, 270.....	.....	18 000 ..	7 200 ..	\$3 000 ..	28 200 ..
1889	569, 570.....	.....	19 000 ..	2 800 ..	.....	21 800 ..

Buffalo (concluded)

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTER- ATIONS	FURNITURE, APPARATUS, ETC.	TOTAL
1890	84, 295.....	.....	\$19 000 ..	\$3 500 ..	.....	\$22 500 ..
1891	144, 302.....	.....	19 000 ..	2 350 ..	.....	21 350 ..
1892	324.....	.....	19 000 ..	.....	.....	19 000 ..
1893	414, 726.....	.....	19 000 ..	20 000 ..	.....	39 000 ..
1894	654.....	.....	20 000 ..	.....	.....	20 000 ..
1895	807.....	.....	20 000 ..	2 000 ..	.....	22 000 ..
1896	948, 950.....	.....	21 000 ..	854 ..	.....	21 854 ..
1897	306, 790.....	.....	21 000 ..	20 000 ..	.....	41 000 ..
1898	593.....	.....	22 666 38	.....	.....	22 666 38
1899	599, 570.....	.....	23 000 ..	895 95	.....	23 895 95
1900	419, 418.....	.....	24 000 ..	.....	\$2 500 ..	26 500 ..
1901	644, 645.....	.....	24 000 ..	4 500 ..	500 ..	29 000 ..
1902	593, 594.....	.....	25 500 ..	2 500 ..	.....	28 000 ..
1903	598, 599.....	.....	31 000 ..	10 000 ..	.....	41 000 ..
1904	728, 729.....	.....	31 000 ..	1 000 ..	.....	32 000 ..
1905	699, 700.....	.....	31 000 ..	2 500 ..	.....	33 500 ..
1906	685, 686.....	.....	33 000 ..	2 000 ..	.....	35 000 ..
1907	577, 578.....	.....	34 000 ..	1 000 ..	.....	35 000 ..
1908	465, 466.....	.....	36 000 ..	3 000 ..	.....	39 000 ..
1909	432, 433.....	.....	36 000 ..	2 500 ..	.....	38 500 ..
1910	512, 513.....	.....	38 000 ..	25 000 ..	.....	63 000 ..
1911	810, 811.....	.....	38 000 ..	5 000 ..	.....	43 000 ..
1912	14, 546, 547.....	\$100 000 ..	40 000 ..	5 000 ..	.....	145 000 ..
1913	186, 791, 792.....	300 000 ..	43 500 ..	1 000 ..	.....	344 500 ..
1914	529, 531.....	.....	51 000 ..	12 800 ..	50 000 ..	113 800 ..
1915	725, 726.....	.....	60 000 ..	2 500 ..	30 000 ..	92 500 ..
		\$125 830 ..	\$1 122 305 42	\$152 369 95	\$86 000 ..	\$1 786 505 37

Cortland

1868	830.....	.....	\$12 000 ..	.....	.....	\$12 000 ..
1869	645, 822.....	.....	19 000 ..	.....	.....	19 000 ..
1870	281, 492.....	.....	25 000 ..	\$10 172 84	.....	35 172 84
1871	715, 718.....	.....	23 000 ..	.....	.....	23 000 ..
1872	541.....	.....	18 000 ..	.....	.....	18 000 ..
1873	643.....	.....	18 000 ..	.....	.....	18 000 ..
1874	398.....	.....	18 000 ..	.....	.....	18 000 ..
1875	373.....	.....	18 000 ..	.....	.....	18 000 ..
1876	192.....	.....	18 000 ..	.....	.....	18 000 ..
1877	128.....	.....	18 000 ..	.....	.....	18 000 ..
1878	20.....	.....	18 000 ..	.....	.....	18 000 ..
1879	148, 272.....	\$3 500 ..	18 000 ..	12 000 ..	.....	33 500 ..
1880	141.....	.....	18 000 ..	.....	.....	18 000 ..
1881	185.....	.....	18 000 ..	.....	.....	18 000 ..
1882	270.....	.....	18 000 ..	.....	.....	18 000 ..
1883	243.....	.....	18 000 ..	.....	.....	18 000 ..
1884	550.....	.....	18 000 ..	.....	.....	18 000 ..
1885	249, 525.....	.....	18 000 ..	6 885 ..	.....	24 885 ..
1886	330, 413.....	.....	18 000 ..	5 000 ..	.....	23 000 ..
1887	195.....	.....	17 619 07	.....	.....	17 619 07
1888	269, 270.....	.....	18 500 ..	10 000 ..	.....	28 500 ..
1889	569.....	.....	20 000 ..	.....	.....	20 000 ..
1890	84.....	.....	21 000 ..	.....	.....	21 000 ..
1891	144, 301.....	55 800 ..	21 000 ..	16 000 ..	.....	92 800 ..
1892	324, 431.....	25 000 ..	22 000 ..	.....	\$18 110 ..	66 110 ..
1893	414, 726.....	.....	24 000 ..	995 86	.....	24 995 86
1894	358, 654.....	.....	24 000 ..	14 000 ..	.....	38 000 ..
1895	807, 932.....	.....	26 000 ..	6 000 ..	.....	32 000 ..
1896	948, 950.....	.....	26 000 ..	.....	5 000 ..	31 000 ..
1897	306, 790.....	.....	26 000 ..	1 500 ..	.....	27 500 ..
1898	606, 593.....	.....	26 000 ..	2 738 06	.....	28 738 06
1899	599, 570.....	.....	26 139 50	1 895 25	.....	28 034 75
1900	418, 419.....	.....	27 788 71	2 000 ..	.....	29 788 71
1901	644, 645.....	.....	27 500 ..	1 000 ..	.....	28 500 ..
1902	593, 594.....	.....	28 000 ..	2 500 ..	.....	30 500 ..
1903	598, 599.....	.....	33 000 ..	16 000 ..	.....	49 000 ..
1904	728, 729.....	.....	32 000 ..	3 000 ..	.....	35 000 ..
1905	699, 700.....	.....	32 000 ..	2 500 ..	.....	34 500 ..
1906	685, 686.....	.....	38 000 ..	10 000 ..	.....	48 000 ..
1907	577, 578.....	.....	41 000 ..	1 000 ..	.....	42 000 ..

Cortland (concluded)

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTER- ATIONS	FURNITURE, APPARATUS ETC.	TOTAL
1908	465, 466.....	.....	\$45 000 ..	\$10 000 ..	.....	\$55 000 ..
1909	432, 433.....	.....	45 000 ..	3 000 ..	.....	48 000 ..
1910	512, 513.....	.....	45 000 ..	5 000 ..	.....	50 000 ..
1911	810, 811.....	.....	45 000 ..	10 000 ..	.....	55 000 ..
1912	546, 547.....	.....	46 000 ..	3 900 ..	.....	49 900 ..
1913	792, 791.....	.....	46 000 ..	1 000 ..	.....	47 000 ..
1914	529, 531.....	.....	50 000 ..	2 500 ..	.....	52 500 ..
1915	725, 727.....	.....	50 000 ..	2 500 ..	.....	52 500 ..
		\$85 300 ..	\$1 278 547 28	\$162 907 01	\$23 110 ..	\$1 549 951 29

Fredonia

1868	17, 830..	.....	\$19 000 ..	.....	.....	\$19 000 ..
1869	645, 822.....	.....	37 000 ..	.....	.....	37 000 ..
1870	281, 492.....	.....	18 000 ..	\$3 000 ..	.....	21 000 ..
1871	715, 718.....	.....	18 000 ..	5 000 ..	.....	23 000 ..
1872	541, 733.....	.....	18 000 ..	3 000 ..	.....	21 000 ..
1873	643.....	.....	18 000 ..	.....	.....	18 000 ..
1874	398.....	.....	18 000 ..	.....	.....	18 000 ..
1875	373, 803.....	.....	18 000 ..	1 000 ..	.....	19 000 ..
1876	192.....	.....	18 000 ..	.....	.....	18 000 ..
1877	128.....	.....	18 000 ..	.....	.....	18 000 ..
1878	29.....	.....	18 000 ..	.....	.....	18 000 ..
1879	148.....	.....	18 000 ..	.....	.....	18 000 ..
1880	141.....	.....	18 000 ..	.....	.....	18 000 ..
1881	185, 475.....	.....	18 000 ..	9 822 ..	.....	27 822 ..
1882	270, 362.....	.....	18 000 ..	3 366 ..	.....	21 366 ..
1883	243, 491.....	.....	18 000 ..	5 000 ..	.....	23 000 ..
1884	550, 551.....	.....	18 000 ..	5 050 ..	.....	23 050 ..
1885	240, 525.....	.....	18 000 ..	9 242 ..	.....	27 242 ..
1886	413, 330.....	.....	18 000 ..	2 400 ..	.....	20 400 ..
1887	195, 460.....	.....	18 215 49	2 000 ..	.....	20 215 49
1888	197, 269, 270..	\$1 200 ..	20 000 ..	3 500 ..	.....	24 700 ..
1889	569.....	.....	18 500 ..	.....	.....	18 500 ..
1890	84, 295.....	39 000 ..	18 500 ..	12 500 ..	.....	70 000 ..
1891	144.....	.....	19 500 ..	.....	.....	19 500 ..
1892	324.....	.....	19 500 ..	.....	.....	19 500 ..
1893	414, 726.....	.....	19 500 ..	17 000 ..	.....	36 500 ..
1894	654.....	.....	22 000 ..	.....	.....	22 000 ..
1895	807, 932.....	.....	22 000 ..	2 900 ..	.....	24 900 ..
1896	948, 950.....	.....	23 500 ..	1 700 ..	.....	25 200 ..
1897	306, 790.....	.....	23 500 ..	.....	.....	23 500 ..
1898	593, 606.....	11 421 60	23 500 ..	.....	.....	34 921 60
1899	570, 569.....	.....	24 000 ..	4 000 ..	.....	28 000 ..
1900	418, 419.....	.....	20 000 ..	.....	\$2 500 ..	22 500 ..
1901	55, 644.....	170 000 ..	20 000 ..	.....	.....	190 000 ..
1902	593, 594.....	.....	27 000 ..	2 500 ..	.....	29 500 ..
1903	598, 599.....	.....	34 000 ..	15 000 ..	.....	49 000 ..
1904	728, 729.....	7 250 ..	34 000 ..	5 000 ..	7 400 ..	53 650 ..
1905	699, 700.....	6 000 ..	34 000 ..	1 000 ..	3 039 ..	44 039 ..
1906	683, 686.....	.....	32 000 ..	3 000 ..	.....	35 000 ..
1907	577, 578.....	.....	34 000 ..	1 000 ..	.....	35 000 ..
1908	465, 466.....	.....	36 000 ..	8 000 ..	.....	44 000 ..
1909	432, 433.....	.....	36 000 ..	3 000 ..	.....	39 000 ..
1910	512, 513.....	.....	36 000 ..	5 000 ..	.....	41 000 ..
1911	810, 811.....	.....	36 000 ..	4 000 ..	.....	40 000 ..
1912	546, 547.....	.....	38 000 ..	4 000 ..	.....	42 000 ..
1913	791, 792.....	.....	40 000 ..	1 000 ..	.....	41 000 ..
1914	529, 531.....	.....	46 000 ..	8 500 ..	.....	54 500 ..
1915	725, 727.....	.....	46 000 ..	4 000 ..	.....	50 000 ..
		\$234 871 60	\$1 195 215 49	\$155 480 ..	\$12 939 ..	\$1 598 506 09

Geneseo

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTERATIONS	FURNITURE, APPARATUS ETC.	TOTAL
1870	281, 294 of '71	\$18 000 ..	.....	.....	.....	\$18 000 ..
1871	718.....	.....	\$18 000 ..	.....	.....	18 000 ..
1872	541, 733.....	.....	18 000 ..	\$3 000 ..	.....	21 000 ..
1873	643.....	.....	18 000 ..	.....	.....	18 000 ..
1874	398.....	.....	18 000 ..	.....	.....	18 000 ..
1875	373, 803.....	.....	18 000 ..	15 000 ..	.....	33 000 ..
1876	192, 193.....	.....	18 000 ..	10 000 ..	.....	28 000 ..
1877	128.....	.....	18 000 ..	.....	.....	18 000 ..
1878	29.....	.....	18 000 ..	.....	.....	18 000 ..
1879	148.....	.....	18 000 ..	.....	.....	18 000 ..
1880	141.....	.....	18 000 ..	.....	.....	18 000 ..
1881	185.....	.....	18 000 ..	.....	.....	18 000 ..
1882	270.....	.....	18 000 ..	.....	.....	18 000 ..
1883	243.....	.....	18 000 ..	.....	.....	18 000 ..
1884	550.....	.....	18 000 ..	.....	.....	18 000 ..
1885	240.....	.....	18 000 ..	.....	.....	18 000 ..
1886	330, 413.....	25 000 ..	18 000 ..	.....	.....	43 000 ..
1887	195.....	.....	19 532 83	5 000 ..	.....	24 532 83
1888	269.....	.....	21 000 ..	.....	.....	21 000 ..
1889	569, 570.....	.....	21 000 ..	1 850 ..	.....	22 850 ..
1890	84.....	.....	21 000 ..	.....	.....	21 000 ..
1891	144, 302.....	.....	21 000 ..	4 930 ..	.....	25 930 ..
1892	324.....	.....	21 000 ..	.....	.....	21 000 ..
1893	414, 726.....	.....	21 000 ..	9 400 ..	.....	30 400 ..
1894	654.....	.....	25 000 ..	.....	.....	25 000 ..
1895	111, 807.....	75 000 ..	25 000 ..	.....	.....	100 000 ..
1896	948.....	.....	28 000 ..	.....	.....	28 000 ..
1897	790, 306.....	.....	28 000 ..	10 479 ..	.....	38 479 ..
1898	606, 593.....	6 000 ..	28 000 ..	.....	.....	34 000 ..
1899	570.....	.....	28 000 ..	17 000 ..	.....	45 000 ..
1900	418, 419.....	.....	31 355 79	2 500 ..	.....	33 855 79
1901	644, 645.....	.....	30 000 ..	1 250 ..	.....	31 250 ..
1902	593, 594.....	.....	32 000 ..	2 500 ..	.....	34 500 ..
1903	598, 599.....	.....	38 000 ..	3 000 ..	.....	41 000 ..
1904	728, 729.....	15 000 ..	37 000 ..	.....	.....	52 000 ..
1905	699, 700.....	25 000 ..	37 000 ..	.....	.....	62 000 ..
1906	685, 686.....	.....	39 000 ..	.....	.....	39 000 ..
1907	577, 578.....	.....	41 000 ..	1 000 ..	.....	42 000 ..
1908	465, 466.....	.....	45 000 ..	.....	.....	45 000 ..
1909	432, 433.....	.....	45 000 ..	2 000 ..	.....	47 000 ..
1910	512, 513.....	.....	47 000 ..	5 000 ..	.....	52 000 ..
1911	810, 811.....	.....	47 000 ..	3 000 ..	.....	50 000 ..
1912	546, 547.....	.....	47 000 ..	3 350 ..	.....	50 350 ..
1913	791, 792.....	.....	50 000 ..	1 000 ..	.....	51 000 ..
1914	529, 531.....	.....	50 000 ..	3 500 ..	.....	53 500 ..
1915	725, 727.....	.....	53 000 ..	9 000 ..	.....	62 000 ..
		\$164 000 ..	\$1 264 688 52	\$113 759 ..	.....	\$1 542 647 62

Jamaica

1893	553.....	\$100 000 ..	.....	.....	.....	\$100 000 ..
1897	790, 543, 306.....	25 000 ..	\$20 000 ..	.....	\$25 000 ..	70 000 ..
1898	606, 593.....	4 137 27	21 056 38	.....	.....	25 193 65
1899	569, 570.....	15 595 03	22 110 51	.....	.....	37 705 54
1900	418, 419.....	.....	25 150 ..	\$16 000 ..	.....	41 150 ..
1901	644, 645.....	.....	25 000 ..	800 ..	2 200 ..	28 000 ..
1902	593, 594.....	.....	30 000 ..	1 000 ..	.....	31 000 ..
1903	598, 599.....	.....	34 000 ..	3 000 ..	.....	37 000 ..
1904	728, 729.....	.....	34 000 ..	2 500 ..	.....	36 500 ..
1905	699, 700.....	.....	34 000 ..	.....	.....	34 000 ..
		\$144 732 30	\$245 316 89	\$23 300 ..	\$27 200 ..	\$440 049 19

New Paltz

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTER- ATIONS	FURNITURE, APPARATUS ETC.	TOTAL
1886	330, 413.....	.....	\$27 000 ..	.....	.....	\$27 000 ..
1887	195, 460.....	\$1 500 ..	16 415 68	.....	\$2 000 ..	19 915 68
1888	260, 270.....	40 000 ..	17 000 ..	.....	5 000 ..	62 000 ..
1889	569.....	.....	18 000 ..	.....	.....	18 000 ..
1890	69, 84.....	.....	18 000 ..	.....	10 130 ..	28 130 ..
1891	144.....	.....	18 000 ..	.....	.....	18 000 ..
1892	324, 356.....	.....	18 000 ..	\$8 500 ..	.....	26 500 ..
1893	414.....	.....	19 000 ..	.....	.....	19 000 ..
1894	654.....	.....	19 000 ..	.....	.....	19 000 ..
1895	807.....	.....	19 000 ..	.....	.....	19 000 ..
1896	948.....	.....	20 000 ..	.....	.....	20 000 ..
1897	790, 306.....	.....	20 000 ..	559 30	.....	20 559 30
1898	606, 593.....	.....	20 000 ..	622 79	.....	20 622 79
1899	570.....	.....	22 480 91	.....	.....	22 480 91
1900	418, 419.....	7 500 ..	24 200 ..	1 850 ..	.....	33 550 ..
1901	644, 645.....	.....	24 000 ..	4 650 ..	650 ..	29 300 ..
1902	593, 594.....	.....	25 000 ..	8 000 ..	.....	33 000 ..
1903	598, 599.....	.....	36 000 ..	5 000 ..	.....	41 000 ..
1904	728, 729.....	.....	30 000 ..	4 000 ..	.....	34 000 ..
1905	699, 700.....	.....	30 000 ..	10 000 ..	.....	40 000 ..
1906	683, 686.....	73 650 ..	32 500 ..	5 000 ..	.....	111 150 ..
1907	116, 577, 578..	100 000 ..	34 000 ..	1 000 ..	.....	135 000 ..
1908	465, 466.....	.....	36 000 ..	25 000 ..	15 000 ..	76 000 ..
1909	432, 433.....	.....	36 000 ..	2 000 ..	.....	38 000 ..
1910	512, 513.....	.....	36 000 ..	3 000 ..	.....	39 000 ..
1911	810, 811.....	.....	36 000 ..	3 000 ..	.....	39 000 ..
1912	546, 547.....	.....	37 000 ..	2 900 ..	.....	39 900 ..
1913	791, 792.....	.....	40 000 ..	1 000 ..	.....	41 000 ..
1914	529, 531.....	.....	43 000 ..	2 200 ..	.....	45 200 ..
1915	725, 727.....	.....	43 000 ..	3 000 ..	.....	46 000 ..
		\$222 650 ..	\$814 596 59	\$91 282 09	\$32 789 ..	\$1 161 317 68

Oneonta

1887	374.....	\$45 000 ..	.....	.....	.....	\$45 000 ..
1888	140.....	69 000 ..	.....	.....	.....	69 000 ..
1889	569, 570.....	.....	\$19 000 ..	.....	.....	19 000 ..
1890	84, 115.....	14 000 ..	18 000 ..	.....	\$26 000 ..	58 000 ..
1891	144.....	.....	18 500 ..	.....	.....	18 500 ..
1892	324, 356.....	.....	20 500 ..	.....	4 000 ..	24 500 ..
1893	414, 726.....	.....	22 000 ..	\$1 500 ..	.....	23 500 ..
1894	31, 106, 358, 654.....	*175 000 ..	22 000 ..	.....	3 500 ..	200 500 ..
1895	46, 807, 932..	.....	24 000 ..	.....	50 000 ..	74 000 ..
1896	948.....	.....	25 000 ..	.....	.....	25 000 ..
1897	306, 790.....	.....	25 000 ..	179 97	.....	25 179 97
1898	606, 593.....	.....	25 000 ..	1 639 66	.....	26 639 66
1899	569, 570.....	.....	27 084 13	2 000 ..	.....	29 084 13
1900	418, 419.....	.....	29 205 50	2 000 ..	1 000 ..	32 205 50
1901	644, 645.....	.....	27 500 ..	1 000 ..	500 ..	29 000 ..
1902	593, 594.....	.....	30 000 ..	1 500 ..	.....	31 500 ..
1903	598, 599.....	.....	35 000 ..	1 500 ..	.....	36 500 ..
1904	728, 729.....	.....	35 000 ..	5 000 ..	.....	40 000 ..
1905	699, 700.....	.....	35 000 ..	2 500 ..	.....	37 500 ..
1906	680, 683, 686..	.....	40 000 ..	3 000 ..	.....	43 000 ..
1907	577, 578.....	.....	41 000 ..	1 000 ..	.....	42 000 ..
1908	465, 466.....	.....	45 000 ..	4 000 ..	.....	49 000 ..
1909	432, 433.....	.....	45 000 ..	5 000 ..	.....	50 000 ..
1910	41, 512, 513.....	.....	47 000 ..	2 500 ..	.....	49 500 ..
1911	810, 811, 829..	.....	47 000 ..	5 000 ..	.....	52 000 ..
1912	546, 547.....	.....	48 000 ..	6 500 ..	.....	54 500 ..
1913	791, 792.....	.....	50 000 ..	2 000 ..	.....	52 000 ..
1914	529, 530.....	.....	51 000 ..	3 500 ..	.....	54 500 ..
1915	725, 727.....	.....	55 171 77	4 000 ..	.....	59 171 77
		\$303 000 ..	\$906 061 40	\$55 319 63	\$85 000 ..	\$1 350 281 03

* \$75,000 realized from insurance of burned building.

Oswego

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTER- ATIONS	FURNITURE, APPARATUS ETC.	TOTAL
1863	418		\$3 000			\$3 000
1865	445		6 000			6 000
1866	476, 748		15 000			15 000
1867	519		15 000			15 000
1868	717, 830		21 000			21 000
1869	645, 822		37 000			37 000
1870	281, 492		20 000			20 000
1871	718		18 000	\$10 000		28 000
1872	541		18 000			18 000
1873	643		18 000			18 000
1874	323, 398		18 000	1 700		19 700
1875	373		18 000			18 000
1876	192		18 000			18 000
1877	128		18 000			18 000
1878	29, 252		18 000	41 900		62 900
1879	148, 272		18 000	8 812		26 812
1880	141		18 000			18 000
1881	185, 475		18 000	9 822		27 822
1882	270		18 000			18 000
1883	243, 491		18 000	2 580 40		20 580 40
1884	550, 551		18 000	22 714		40 714
1885	240, 525		18 000	2 000		20 000
1886	330, 413		18 000	7 000		25 000
1887	195, 460		18 862 76	3 600		22 462 76
1888	269, 270		21 000	321 24		21 321 24
1889	569, 570		21 000	1 200		22 200
1890	84		21 000			21 000
1891	144		21 000			21 000
1892	324, 356		21 000	3 000		24 000
1893	414, 726		21 000	4 500		25 500
1894	654		24 184			24 184
1895	807, 932		25 000		\$6 500	31 500
1896	948, 950		24 184	2 200	2 000	28 384
1897	306		25 000			25 000
1898	606, 593		25 000	4 495 33		29 495 33
1899	569, 570		26 684 92	21 733 96		48 418 88
1900	418, 419		27 000	3 500		30 500
1901	644, 645		27 000	1 500	2 000	30 500
1902	593, 594		27 000	12 000		39 000
1903	598, 599		35 000	8 500		43 500
1904	728, 729		34 000	5 000		39 000
1905	699, 700		34 000	4 000		38 000
1906	680, 683, 686	\$25 000	38 000	3 000		66 000
1907	577, 578		37 000	1 000		38 000
1908	465, 466		38 000	1 000		39 000
1909	432, 433		38 000	5 000		43 000
1910	41, 512, 513	200 000	40 000	4 000		244 000
1911	810, 811, 829	140 000	40 000	5 000		185 000
1912	546, 547		40 000	11 000		51 000
1913	791, 792		41 000	40 000		84 000
1914	529, 531		51 000	5 000		56 993 20
1915	725, 727	993 20	54 000	16 000		70 000
		\$365 993 20	\$1 304 515 68	\$276 078 93	\$10 500 ..	\$1 957 037 81

Plattsburg

1889	517	\$60 000				\$60 000
1890	84, 267		\$17 000			42 000
1891	144, 302		18 000		\$25 000 00	41 669 81
1892	324, 356		18 000	\$1 000	23 669 81	19 000
1893	414, 726		20 800		650 ..	21 450
1894	358, 654		20 800	500	500 ..	21 800
1895	807, 810	40 000	20 800			60 800
1896	948, 950		20 800		10 000 ..	30 800
1897	306, 790	1 468	20 800	1 000		23 268
1898	606, 593		20 800	211 01		21 044 01
1899	569, 570		21 500	1 000		22 500
1900	418, 419		24 300	1 000		25 300
1901	644, 645		24 000	1 000		25 000
1902	593, 594		25 000	1 500		26 500
1903	598, 599		30 000	5 000		35 000

Plattsburg (concluded)

YEAR	CHAPTER	BUILDINGS AND SITES	MAINTENANCE	REPAIRS AND ALTERATIONS	FURNITURE, APPARATUS ETC.	TOTAL
1904	728, 729.....	.....	\$30 000 ..	\$1 500 ..	.....	\$31 500 ..
1905	699, 700.....	.....	30 000 ..	1 500 ..	.....	31 500 ..
1906	683, 686.....	.....	31 000 ..	2 000 ..	.....	33 000 ..
1907	577, 578.....	.....	37 000 ..	1 000 ..	.....	38 000 ..
1908	465, 466.....	.....	33 000 ..	1 000 ..	.....	34 000 ..
1909	432, 433.....	.....	30 000 ..	7 000 ..	.....	43 000 ..
1910	512, 513.....	.....	30 000 ..	4 000 ..	.....	40 000 ..
1911	810, 811.....	.....	30 000 ..	6 000 ..	.....	42 000 ..
1912	546, 547.....	.....	38 000 ..	3 500 ..	.....	41 500 ..
1913	791, 792.....	.....	38 000 ..	1 000 ..	.....	39 000 ..
1914	529, 531.....	.....	41 000 ..	1 500 ..	.....	42 500 ..
1915	725, 727.....	.....	41 000 ..	1 500 ..	.....	42 500 ..
		\$101 468 ..	\$729 600 ..	\$43 744 01	.....	\$934 631 82

Potsdam

1868	830.....	.....	\$12 000 ..	.....	.....	\$12 000 ..
1869	645, 822.....	.....	18 000 ..	.....	.....	18 000 ..
1870	281, 402.....	.....	24 000 ..	\$3 215 50	.....	27 215 50
1871	715, 718.....	.....	18 000 ..	3 000 ..	.....	21 000 ..
1872	541, 733.....	.....	18 000 ..	600 ..	.....	18 600 ..
1873	643.....	.....	18 000 ..	.....	.....	18 000 ..
1874	398.....	.....	18 000 ..	.....	.....	18 000 ..
1875	373.....	.....	18 000 ..	.....	.....	18 000 ..
1876	192.....	\$17 000 ..	18 000 ..	.....	.....	35 000 ..
1877	128.....	.....	18 000 ..	.....	.....	18 000 ..
1878	29.....	.....	18 000 ..	.....	.....	18 000 ..
1879	148.....	.....	18 000 ..	.....	.....	18 000 ..
1880	141.....	.....	18 000 ..	.....	.....	18 000 ..
1881	185.....	.....	18 000 ..	.....	.....	18 000 ..
1882	270.....	.....	18 000 ..	.....	.....	18 000 ..
1883	243.....	.....	18 000 ..	.....	.....	18 000 ..
1884	550, 551.....	.....	18 000 ..	6 000 ..	.....	24 000 ..
1885	240.....	.....	18 000 ..	.....	.....	18 000 ..
1886	330, 413.....	20 000 ..	18 000 ..	8 330 ..	\$12 650 ..	58 980 ..
1887	195, 460.....	.....	18 639 60	7 260 39	.....	25 899 99
1888	269, 270.....	1 000 ..	19 500 ..	6 200 ..	.....	26 700 ..
1889	569.....	.....	21 000 ..	.....	.....	21 000 ..
1890	84, 295.....	.....	21 000 ..	3 050 ..	.....	24 050 ..
1891	144.....	.....	21 000 ..	.....	.....	21 000 ..
1892	324.....	.....	21 000 ..	.....	.....	21 000 ..
1893	414, 726.....	.....	23 500 ..	6 100 ..	.....	29 600 ..
1894	654.....	.....	23 500 ..	.....	.....	23 500 ..
1895	807, 932.....	.....	23 500 ..	.....	1 800 ..	25 300 ..
1896	948, 950.....	4 000 ..	25 000 ..	.....	.....	29 000 ..
1897	306, 790.....	.....	25 000 ..	1 999 81	.....	26 999 81
1898	606, 593.....	47 372 45	23 977 24	.....	.....	71 349 69
1899	569, 570.....	30 976 45	23 000 ..	.....	.....	55 976 45
1900	418, 419.....	.....	27 500 ..	.....	6 500 ..	34 000 ..
1901	644, 645.....	.....	26 500 ..	.....	5 000 ..	31 500 ..
1902	593, 594.....	.....	27 000 ..	5 000 ..	.....	32 000 ..
1903	598, 599.....	.....	32 000 ..	2 000 ..	.....	34 000 ..
1904	728, 729.....	.....	32 000 ..	6 500 ..	.....	38 500 ..
1905	699, 700.....	.....	32 000 ..	3 000 ..	.....	35 000 ..
1906	683, 686.....	.....	37 500 ..	15 000 ..	.....	52 500 ..
1907	577, 578.....	.....	40 000 ..	1 000 ..	.....	41 000 ..
1908	465, 466.....	.....	42 000 ..	6 000 ..	.....	48 000 ..
1909	432, 433.....	.....	42 000 ..	3 000 ..	.....	45 000 ..
1910	512, 513.....	.....	44 000 ..	4 500 ..	.....	48 500 ..
1911	810, 811.....	.....	44 000 ..	4 000 ..	.....	48 000 ..
1912	546, 547.....	.....	46 000 ..	4 250 ..	.....	50 250 ..
1913	791, 792.....	.....	46 000 ..	1 000 ..	.....	47 000 ..
1914	529, 531.....	.....	52 000 ..	2 000 ..	.....	54 000 ..
1915	389, 725, 727..	100 000 ..	52 000 ..	1 500 ..	.....	155 500 ..
		\$220 348 90	\$1 256 116 84	\$104 505 70	\$25 950 ..	\$1 606 921 44

Annual appropriations to normal schools for maintenance

YEAR	ALBANY ESTABLISHED 1844	BROCKPORT ESTABLISHED 1866	BUFFALO ESTABLISHED 1867	CORTLAND ESTABLISHED 1866	FREDONIA ESTABLISHED 1866	GENESEO ESTABLISHED 1867
1844-62.....	\$208 600 00					
1863.....	12 000 ..					
1864.....	12 000 ..					
1865.....	20 000 ..					
1866.....	16 000 ..					
1867.....	16 000 ..					
1868.....	18 000 ..	\$19 000 ..		\$12 000 ..	\$10 000 ..	
1869.....	34 000 ..	24 000 ..		19 000 ..	37 000 ..	
1870.....	16 000 ..	27 804 50	\$18 000 ..	25 000 ..	18 000 ..	\$18 000 ..
1871.....	18 000 ..	18 000 ..	18 000 ..	23 000 ..	18 000 ..	18 000 ..
1872.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1873.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1874.....	21 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1875.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1876.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1877.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1878.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1879.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1880.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1881.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1882.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1883.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1884.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1885.....	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1886.....	25 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1887.....	24 100 23	17 997 64	17 639 64	17 619 07	18 215 49	19 532 83
1888.....	27 500 ..	18 000 ..	18 000 ..	18 500 ..	20 000 ..	21 000 ..
1889.....	23 500 ..	20 000 ..	19 000 ..	20 000 ..	18 500 ..	21 000 ..
1890.....	23 500 ..	20 000 ..	19 000 ..	21 000 ..	18 500 ..	21 000 ..
1891.....	29 000 ..	20 000 ..	19 000 ..	21 000 ..	19 500 ..	21 000 ..
1892.....	26 000 ..	20 000 ..	19 000 ..	22 000 ..	19 500 ..	21 000 ..
1893.....	26 000 ..	20 000 ..	19 000 ..	24 000 ..	19 500 ..	21 000 ..
1894.....	26 000 ..	20 000 ..	20 000 ..	24 000 ..	22 000 ..	25 000 ..
1895.....	26 000 ..	27 500 ..	20 000 ..	26 000 ..	22 000 ..	25 000 ..
1896.....	29 000 ..	25 000 ..	21 000 ..	26 000 ..	23 500 ..	28 000 ..
1897.....	29 000 ..	25 000 ..	21 000 ..	36 000 ..	23 500 ..	28 000 ..
1898.....	29 000 ..	25 000 ..	22 660 38	26 000 ..	23 500 ..	28 000 ..
1899.....	29 000 ..	25 000 ..	23 000 ..	26 139 50	24 000 ..	28 000 ..

1900.	30 000 ..	26 500 ..	24 000 ..	27 788 71	26 000 ..	31 355 79
1901.	30 000 ..	26 500 ..	24 000 ..	27 500 ..	26 000 ..	30 000 ..
1902.	30 000 ..	28 500 ..	25 500 ..	28 000 ..	27 000 ..	32 000 ..
1903.	36 000 ..	31 000 ..	31 000 ..	33 000 ..	34 000 ..	38 000 ..
1904.	35 000 ..	31 000 ..	31 000 ..	32 000 ..	34 000 ..	37 000 ..
1905.	35 000 ..	32 000 ..	33 000 ..	32 000 ..	34 000 ..	39 000 ..
1906.	42 000 ..	32 000 ..	33 000 ..	38 000 ..	32 000 ..	39 000 ..
1907.	45 000 ..	30 000 ..	34 000 ..	41 000 ..	34 000 ..	41 000 ..
1908.	50 000 ..	30 000 ..	36 000 ..	45 000 ..	35 000 ..	45 000 ..
1909.	60 000 ..	30 000 ..	36 000 ..	45 000 ..	36 000 ..	45 000 ..
1910.	75 000 ..	36 000 ..	38 000 ..	45 000 ..	36 000 ..	47 000 ..
1911.	85 000 ..	36 000 ..	38 000 ..	45 000 ..	38 000 ..	47 000 ..
1912.	90 000 ..	36 000 ..	40 000 ..	40 000 ..	40 000 ..	50 000 ..
1913.	90 000 ..	37 500 ..	43 500 ..	40 000 ..	40 000 ..	50 000 ..
1914.	90 000 ..	40 000 ..	51 000 ..	50 000 ..	46 000 ..	50 000 ..
1915.	110 416 66	49 000 ..	60 000 ..	50 000 ..	46 000 ..	53 000 ..
	\$1 936 629 79	\$1 182 391 54	\$1 122 395 42	\$1 278 547 28	\$1 195 215 49	\$1 264 688 52

Annual appropriations to normal schools for maintenance (concluded)

YEAR	JAMAICA ESTABLISHED 1893	NEW PALTZ ESTABLISHED 1885	ONEONTA ESTABLISHED 1887	OSWEGO ESTABLISHED 1893	PLATTSBURG ESTABLISHED 1889	POTSDAM ESTABLISHED 1866	TOTAL
1862-62.....							\$208 600 90
1863.....				\$3 000 ..			15 000 ..
1864.....				0 000 ..			12 000 ..
1865.....				15 000 ..			26 000 ..
1866.....				15 000 ..			31 000 ..
1867.....				21 000 ..			31 000 ..
1868.....				37 000 ..			101 000 ..
1869.....				20 000 ..		\$12 000 ..	169 000 ..
1870.....				18 000 ..		24 000 ..	149 404 50
1871.....				18 000 ..		18 000 ..	129 000 ..
1872.....				18 000 ..		18 000 ..	144 000 ..
1873.....				18 000 ..		18 000 ..	144 000 ..
1874.....				18 000 ..		18 000 ..	144 000 ..
1875.....				18 000 ..		18 000 ..	147 000 ..
1876.....				18 000 ..		18 000 ..	144 000 ..
1877.....				18 000 ..		18 000 ..	144 000 ..
1878.....				18 000 ..		18 000 ..	144 000 ..
1879.....				18 000 ..		18 000 ..	144 000 ..
1880.....				18 000 ..		18 000 ..	144 000 ..
1881.....				18 000 ..		18 000 ..	144 000 ..
1882.....				18 000 ..		18 000 ..	144 000 ..
1883.....				18 000 ..		18 000 ..	144 000 ..
1884.....				18 000 ..		18 000 ..	144 000 ..
1885.....				18 000 ..		18 000 ..	144 000 ..
1886.....		\$27 000 ..		18 000 ..		18 000 ..	144 000 ..
1887.....	16 415 68			18 000 ..		18 000 ..	144 000 ..
1888.....	17 000 ..			18 000 ..		18 000 ..	144 000 ..
1889.....	18 000 ..			18 000 ..		18 000 ..	144 000 ..
1890.....	18 000 ..		\$10 000 ..	18 000 ..		18 000 ..	144 000 ..
1891.....	18 000 ..		18 500 ..	18 000 ..		18 000 ..	144 000 ..
1892.....	18 000 ..		20 500 ..	18 000 ..		18 000 ..	144 000 ..
1893.....	19 000 ..		22 000 ..	18 000 ..		18 000 ..	144 000 ..
1894.....	19 000 ..		22 000 ..	18 000 ..		18 000 ..	144 000 ..
1895.....	19 000 ..		24 000 ..	25 000 ..		18 000 ..	144 000 ..
1896.....	20 000 ..		25 000 ..	24 184 ..		18 000 ..	144 000 ..
1897.....	20 000 ..		25 000 ..	25 000 ..		18 000 ..	144 000 ..
1898.....	21 050 38		25 000 ..	25 000 ..		18 000 ..	144 000 ..
1899.....	22 110 51	22 480 91	27 084 13	26 684 92	21 500 ..	25 000 ..	299 999 97

1000.....	25 150 ..	24 200 ..	29 205 50	27 000 ..	24 300 ..	27 500 ..	323 000 ..
1001.....	25 000 ..	24 000 ..	27 500 ..	27 000 ..	24 000 ..	26 500 ..	318 000 ..
1002.....	30 000 ..	25 000 ..	30 000 ..	27 000 ..	25 000 ..	27 000 ..	335 000 ..
1003.....	34 000 ..	36 000 ..	35 000 ..	35 000 ..	30 000 ..	32 000 ..	405 000 ..
1004.....	34 000 ..	30 000 ..	35 000 ..	34 000 ..	30 000 ..	32 000 ..	395 000 ..
1005.....	34 000 ..	30 000 ..	35 000 ..	34 000 ..	30 000 ..	32 000 ..	395 000 ..
1006.....	.....	32 500 ..	40 000 ..	38 000 ..	31 000 ..	37 500 ..	395 000 ..
1007.....	.....	34 000 ..	41 000 ..	37 000 ..	37 000 ..	40 000 ..	420 000 ..
1008.....	.....	36 000 ..	45 000 ..	38 000 ..	33 000 ..	42 000 ..	412 000 ..
1009.....	.....	36 000 ..	45 000 ..	38 000 ..	36 000 ..	42 000 ..	455 000 ..
1010.....	.....	36 000 ..	47 000 ..	40 000 ..	36 000 ..	44 000 ..	480 000 ..
1011.....	.....	36 000 ..	47 000 ..	40 000 ..	36 000 ..	44 000 ..	490 000 ..
1012.....	.....	37 000 ..	48 000 ..	40 000 ..	38 000 ..	46 000 ..	506 000 ..
1013.....	.....	40 000 ..	50 000 ..	44 000 ..	38 000 ..	46 000 ..	525 000 ..
1014.....	.....	43 000 ..	51 000 ..	51 000 ..	41 000 ..	52 000 ..	572 000 ..
1015.....	.....	43 000 ..	55 171 77	54 000 ..	41 000 ..	52 000 ..	604 588 43
	\$245 316 89	\$814 596 59	\$906 961 40	\$1 304 515 68	\$729 600 ..	\$1 256 116 84	\$13 236 992 54

Annual appropriations to normal schools for buildings and sites — 1844 to 1915 inclusive

YEAR	ALBANY ESTABLISHED 1844	BROCKPORT ESTABLISHED 1866	BUFFALO ESTABLISHED 1867	CORTLAND ESTABLISHED 1866	FREDONIA ESTABLISHED 1866	GENESEO ESTABLISHED 1867
1844-62.....	\$27 000 ..	.....	.....	.....	.....	.....
1863.....
1864.....
1865.....
1866.....
1867.....
1868.....
1869.....
1870.....
1871.....
1872.....
1873.....
1874.....
1875.....
1876.....
1877.....
1878.....
1879.....	\$3 500 ..	.....	.....
1880.....
1881.....
1882.....	125 000 ..	.....	.....	.....	.....	.....
1883.....
1884.....
1885.....	35 600 ..	.....	.....	.....	.....	.....
1886.....
1887.....	\$35 410 ..	\$25 830 ..	.....	\$1 200 ..	.....
1888.....	10 000 ..	.....	.....	.....	.....
1889.....	39 000 ..	.....
1890.....
1891.....	55 800 ..	.....	.....
1892.....	20 000 ..	.....	.....
1893.....
1894.....
1895.....
1896.....
1897.....
1898.....
1899.....	11 421 00 ..	.....
						25 000 ..
						\$18 000 ..
						6 000 ..

1900.....	60 000 ..	10 000 ..	60 000 ..	170 000 ..	.....
1901.....	48 300 ..	.....	.....	.....	.....
1902.....	.....	10 000 ..	.....	.....	.....
1903.....	.....	.....	.....	.....	.....
1904.....	.....	20 000 ..	.....	7 250 ..	15 000 ..
1905.....	.....	.....	.....	6 000 ..	25 000 ..
1906.....	.....	368 000 ..	.....	.....	.....
1907.....	.....	.....	.....	.....	.....
1908.....	.....	.....	.....	.....	.....
1909.....	.....	.....	.....	.....	.....
1910.....	.....	.....	.....	.....	.....
1911.....	.....	.....	.....	.....	.....
1912.....	.....	.....	100 000 ..	.....	.....
1913.....	.....	.....	300 000 ..	.....	.....
1914.....	.....	.....	.....	.....	.....
1915.....	.....	.....	.....	.....	.....
	\$585 600 ..	\$153 719 ..	\$425 830 ..	\$234 871 60	\$164 000 ..

Annual appropriations to normal schools for buildings and sites — 1844 to 1915 inclusive (concluded)

YEAR	JAMAICA ESTABLISHED 1893	NEW PALTZ ESTABLISHED 1885	ONEONTA ESTABLISHED 1887	OSWEGO ESTABLISHED 1863	PLATTSBURG ESTABLISHED 1889	POTSDAM ESTABLISHED 1866	TOTAL
1844-62.....							\$27 000 ..
1863.....							.....
1864.....							.....
1865.....							.....
1866.....							.....
1867.....							.....
1868.....							.....
1869.....							.....
1870.....							.....
1871.....							.....
1872.....							.....
1873.....							.....
1874.....							.....
1875.....							.....
1876.....							.....
1877.....							.....
1878.....							.....
1879.....							.....
1880.....							.....
1881.....							.....
1882.....							.....
1883.....							.....
1884.....							.....
1885.....		\$1 500 ..					.....
1886.....		49 000 ..	\$45 000 ..			20 000 ..	.....
1887.....			69 000 ..				.....
1888.....						1 000 ..	.....
1889.....							.....
1890.....			14 000 ..		\$60 000 ..		.....
1891.....							.....
1892.....							.....
1893.....	\$100 000 ..						.....
1894.....			175 000 ..				.....
1895.....					40 000 ..		.....
1896.....						4 000 ..	.....
1897.....	25 000 ..						.....
1898.....	4 137 27 ..				1 468 ..		.....
1899.....	15 595 03 ..					47 372 45 ..	.....
						30 976 45 ..	46 571 48 ..

1900.....	7 500 ..	.....	.....	.....	.....	67 500 ..
1901.....	.....	.....	.....	.....	.....	218 300 ..
1902.....	.....	.....	.....	.....	.....	10 000 ..
1903.....	.....	.....	.....	.....	.....	.....
1904.....	.....	.....	.....	.....	.....	42 250 ..
1905.....	.....	.....	.....	.....	.....	31 000 ..
1906.....	73 650 ..	.....	.....	.....	.....	466 650 ..
1907.....	100 000 ..	.....	.....	.....	.....	100 000 ..
1908.....	.....	.....	.....	.....	.....	.....
1909.....	.....	.....	.....	.....	.....	200 000 ..
1910.....	.....	.....	.....	.....	.....	140 000 ..
1911.....	.....	.....	.....	.....	.....	100 000 ..
1912.....	.....	.....	.....	.....	.....	300 000 ..
1913.....	.....	.....	.....	.....	.....	.....
1914.....	.....	.....	.....	.....	.....	993 20 ..
1915.....	.....	.....	.....	.....	.....	100 000 ..
	\$144 732 30	\$222 650 ..	\$303 000 ..	\$365 993 20	\$101 468 ..	\$220 348 90
						\$3 007 513 ..

Annual appropriations to normal schools for repairs, alterations, furniture, apparatus etc.

YEAR	ALBANY ESTABLISHED 1844	BROCKPORT ESTABLISHED 1866	BUFFALO ESTABLISHED 1867	CORTLAND ESTABLISHED 1866	FREDONIA ESTABLISHED 1866	GENESSEE ESTABLISHED 1867
1844-62.						
1863.	\$2 100 ..					
1864.						
1865.						
1866.						
1867.						
1868.						
1869.						
1870.		\$5 000 ..				
1871.		5 000 ..		\$10 172 84	\$3 000 ..	
1872.		3 000 ..	\$6 000 ..		5 000 ..	
1873.	2 000 ..	5 169 13			3 000 ..	\$3 000 ..
1874.						
1875.			5 000 ..		1 000 ..	15 000 ..
1876.						10 000 ..
1877.	5 500 ..					
1878.	5 000 ..	5 000 ..				
1879.	2 500 ..					
1880.	2 500 ..			12 000 ..		
1881.		7 852 ..				
1882.	1 500 ..	10 000 ..			9 822 ..	
1883.	2 000 ..				3 366 ..	
1884.		3 500 ..			5 000 ..	
1885.		6 799 50			5 050 ..	
1886.	39 700 ..		1 500 ..	6 885 ..	9 242 ..	
1887.				5 000 ..	2 400 ..	
1888.		8 608 ..			3 500 ..	5 000 ..
1889.	1 000 ..	7 500 ..	10 200 ..	10 000 ..		
1890.			2 860 ..			1 850 ..
1891.	13 080 ..	6 000 ..	3 500 ..	10 000 ..	12 500 ..	
1892.		8 000 ..	2 350 ..	18 110 ..		4 930 ..
1893.				905 86		
1894.			20 000 ..	14 000 ..	17 000 ..	9 400 ..
1895.		19 850 ..				
1896.			2 000 ..	6 000 ..	12 900 ..	
1897.	20 649 92	5 500 ..	851 ..	5 000 ..	1 700 ..	
1898.	2 485 ..	8 899 85	20 000 ..	1 500 ..		10 479 ..
1899.		4 239 93	865 95	1 895 25		4 000 ..
1900.			2 500 ..	2 000 ..	2 500 ..	17 000 ..
						2 500 ..

[illegible]

Annual appropriations to normal schools for repairs, alterations, furniture, apparatus etc. (concluded)

YEAR	JAMAICA ESTABLISHED 1893	NEW PALTZ ESTABLISHED 1885	ONEONTA ESTABLISHED 1887	OSWEGO ESTABLISHED 1893	PLATTSBURG ESTABLISHED 1899	POTSDAM ESTABLISHED 1866	TOTAL
1841-62.....							\$2 100 ..
1863.....						
1864.....						
1865.....						
1866.....						
1867.....						
1868.....						
1869.....						
1870.....						
1871.....						\$3 215 50	21 388 34
1872.....						3 000 ..	13 000 ..
1873.....				\$10 000 ..		600 ..	25 600 ..
1874.....				1 700 ..			7 169 13
1875.....							1 700 ..
1876.....							21 000 ..
1877.....							15 500 ..
1878.....				44 900 ..			10 000 ..
1879.....				8 812 ..			47 400 ..
1880.....							23 312 ..
1881.....				9 822 ..			7 852 ..
1882.....							31 144 ..
1883.....							5 300 ..
1884.....				2 580 40			11 080 40
1885.....				22 714 ..		6 000 ..	40 593 50
1886.....				2 000 ..			59 327 ..
1887.....		\$2 000 ..		7 000 ..		20 080 ..	35 380 ..
1888.....		5 000 ..		3 600 ..		7 360 39	28 468 39
1889.....				321 24		6 200 ..	42 721 24
1890.....		10 130 ..	\$26 000 ..	1 200 ..			6 850 ..
1891.....					\$25 000 ..	3 050 ..	86 180 ..
1892.....		8 500 ..	4 000 ..	3 000 ..	23 660 81		68 020 81
1893.....			1 500 ..	4 500 ..	1 650 ..		34 610 ..
1894.....			3 500 ..		1 000 ..	0 100 ..	60 055 86
1895.....			50 000 ..	0 500 ..		1 800 ..	18 500 ..
1896.....				4 200 ..			89 050 ..
1897.....		539 30	179 97		10 000 ..		21 754 ..
1898.....		622 79	1 639 66	4 495 33	1 000 ..	1 999 81	80 808 ..
1899.....			2 000 ..	21 733 90	1 000 ..		21 124 70
							52 735 09

1900.....	1 850 ..	3 000 ..	3 500 ..	1 000 ..	6 500 ..	41 350 ..
1901.....	1 300 ..	1 500 ..	3 500 ..	1 000 ..	5 000 ..	30 250 ..
1902.....	8 000 ..	1 500 ..	12 000 ..	1 500 ..	5 000 ..	45 000 ..
1903.....	3 000 ..	1 500 ..	8 500 ..	5 000 ..	2 000 ..	75 000 ..
1904.....	4 000 ..	5 000 ..	5 000 ..	1 500 ..	6 500 ..	47 900 ..
1905.....	10 000 ..	2 500 ..	4 000 ..	1 500 ..	3 000 ..	53 039 ..
1906.....	5 000 ..	3 000 ..	3 000 ..	2 000 ..	15 000 ..	55 000 ..
1907.....	1 000 ..	1 000 ..	1 000 ..	1 000 ..	1 000 ..	10 000 ..
1908.....	40 000 ..	4 000 ..	1 000 ..	1 000 ..	6 000 ..	75 000 ..
1909.....	2 000 ..	5 000 ..	5 000 ..	7 000 ..	3 000 ..	101 000 ..
1910.....	3 000 ..	2 500 ..	4 000 ..	6 000 ..	4 500 ..	75 000 ..
1911.....	3 000 ..	5 000 ..	5 000 ..	4 000 ..	5 000 ..	60 000 ..
1912.....	2 900 ..	6 500 ..	11 000 ..	3 500 ..	4 250 ..	60 000 ..
1913.....	1 000 ..	2 000 ..	40 000 ..	1 000 ..	1 000 ..	59 000 ..
1914.....	2 200 ..	3 500 ..	5 000 ..	1 500 ..	2 000 ..	104 500 ..
1915.....	3 000 ..	4 000 ..	16 000 ..	1 500 ..	1 500 ..	90 000 ..
\$50 500 ..	\$124 071 09	\$140 319 63	\$286 578 93	\$43 744 01	\$130 455 70	\$1 907 877 46

Annual appropriations to normal schools for all purposes from 1844 to 1915 inclusive

YEAR	ALBANY ESTABLISHED 1844	PROCTER ESTABLISHED 1866	BUFFALO ESTABLISHED 1867	CORTLAND ESTABLISHED 1866	FREDONIA ESTABLISHED 1866	GENESEO ESTABLISHED 1867
1844-62.	\$237 700 90					
1863.	12 000 ..					
1864.	12 000 ..					
1865.	20 000 ..					
1866.	16 000 ..					
1867.	16 000 ..					
1868.	18 000 ..	\$19 000 ..				
1869.	34 000 ..	24 000 ..				
1870.	16 000 ..	32 864 50	\$18 000 ..	10 000 ..	\$12 000 ..	\$18 000 ..
1871.	16 000 ..	23 000 ..		23 000 ..	37 000 ..	21 000 ..
1872.	18 000 ..	21 000 ..		18 000 ..	23 000 ..	18 000 ..
1873.	20 000 ..	23 169 13	24 000 ..	18 000 ..	21 000 ..	18 000 ..
1874.	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1875.	21 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	33 000 ..
1876.	23 500 ..	18 000 ..	23 000 ..	18 000 ..	19 000 ..	28 000 ..
1877.	23 000 ..	23 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1878.	20 500 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1879.	20 500 ..	18 000 ..	18 000 ..	33 500 ..	18 000 ..	18 000 ..
1880.	18 000 ..	25 852 ..	18 000 ..	18 000 ..	18 000 ..	18 000 ..
1881.	16 500 ..	28 000 ..	18 000 ..	18 000 ..	27 822 ..	18 000 ..
1882.	20 000 ..	18 000 ..	18 000 ..	18 000 ..	21 366 ..	18 000 ..
1883.	143 000 ..	21 500 ..	18 000 ..	18 000 ..	23 000 ..	18 000 ..
1884.	18 000 ..	24 799 50	18 000 ..	18 000 ..	23 050 ..	18 000 ..
1885.	93 300 ..	18 000 ..	18 000 ..	24 885 ..	27 242 ..	18 000 ..
1886.	25 000 ..	18 000 ..	18 000 ..	23 000 ..	20 400 ..	43 000 ..
1887.	62 024 04	43 400 04	18 000 ..	17 619 07	20 215 49	24 532 83
1888.	27 500 ..	35 500 ..	28 200 ..	28 500 ..	24 700 ..	21 000 ..
1889.	24 500 ..	20 000 ..	21 800 ..	20 000 ..	18 500 ..	22 850 ..
1890.	23 500 ..	26 000 ..	22 500 ..	21 000 ..	70 000 ..	21 000 ..
1891.	42 080 ..	28 000 ..	21 500 ..	92 800 ..	19 500 ..	25 930 ..
1892.	20 000 ..	20 000 ..	10 000 ..	66 110 ..	21 500 ..	21 000 ..
1893.	26 000 ..	20 000 ..	39 000 ..	24 095 86	36 500 ..	30 400 ..
1894.	20 000 ..	20 000 ..	20 000 ..	38 000 ..	22 000 ..	25 000 ..
1895.	26 000 ..	47 350 ..	22 000 ..	32 000 ..	24 900 ..	100 000 ..
1896.	25 000 ..	25 000 ..	21 854 ..	31 000 ..	25 200 ..	28 000 ..
1897.	49 640 92	30 500 ..	41 000 ..	27 500 ..	23 500 ..	38 479 ..
1898.	31 485 ..	33 869 85	22 666 38	28 738 06	34 921 60	34 000 ..
1899.	20 000 ..	29 239 93	23 865 95	28 034 75	28 000 ..	45 000 ..

1900.....	30 000 ..	86 500 ..	26 500 ..	20 788.71	28 500 ..	33 855 79
1901.....	30 000 ..	78 500 ..	20 000 ..	28 500 ..	106 000 ..	31 250 ..
1902.....	42 000 ..	32 500 ..	28 000 ..	30 500 ..	29 500 ..	34 500 ..
1903.....	41 000 ..	32 000 ..	41 000 ..	49 000 ..	49 000 ..	41 000 ..
1904.....	60 000 ..	33 000 ..	32 000 ..	35 000 ..	53 050 ..	52 000 ..
1905.....	43 000 ..	40 000 ..	33 500 ..	34 500 ..	44 039 ..	62 000 ..
1906.....	412 000 ..	42 000 ..	35 000 ..	48 000 ..	35 000 ..	39 000 ..
1907.....	45 000 ..	37 000 ..	35 000 ..	42 000 ..	35 000 ..	42 000 ..
1908.....	51 000 ..	37 000 ..	39 000 ..	55 000 ..	44 000 ..	45 000 ..
1909.....	125 000 ..	38 500 ..	38 500 ..	48 000 ..	39 000 ..	47 000 ..
1910.....	90 000 ..	38 000 ..	63 000 ..	50 000 ..	41 000 ..	52 000 ..
1911.....	95 000 ..	41 000 ..	43 000 ..	55 000 ..	40 000 ..	50 000 ..
1912.....	100 600 ..	41 000 ..	145 000 ..	49 900 ..	42 000 ..	50 350 ..
1913.....	90 000 ..	38 500 ..	344 500 ..	47 000 ..	41 000 ..	51 000 ..
1914.....	102 000 ..	48 000 ..	113 800 ..	52 500 ..	54 500 ..	53 500 ..
1915.....	119 410 66	47 000 ..	92 500 ..	52 500 ..	50 000 ..	62 000 ..
	\$2 759 841 71	\$1 524 138 95	\$1 786 505 37	\$1 549 954 29	\$1 598 506 09	\$1 542 647 62

Annual appropriations to normal schools for all purposes from 1844 to 1915 inclusive (*concluded*)

YEAR	JAMAICA ESTABLISHED 1893	NEW PALEZ ESTABLISHED 1885	ONEONTA ESTABLISHED 1887	OSWEGO ESTABLISHED 1863	PLATTSBURG ESTABLISHED 1889	POTSDAM ESTABLISHED 1896	TOTAL
1844-1862.....							\$237 700 90
1863.....				\$3 000 ..	.....	.....	15 000 ..
1864.....				6 000 ..	.....	.....	12 000 ..
1865.....				15 000 ..	.....	.....	20 000 ..
1866.....				15 000 ..	.....	.....	31 000 ..
1867.....				21 000 ..	.....	.....	31 000 ..
1868.....				37 000 ..	.....	.....	101 000 ..
1869.....				20 000 ..	.....	\$12 000 ..	169 000 ..
1870.....				28 000 ..	.....	18 000 ..	188 792 84
1871.....				18 000 ..	.....	21 000 ..	152 000 ..
1872.....				18 000 ..	.....	18 000 ..	159 000 ..
1873.....				19 700 ..	.....	18 000 ..	151 109 13
1874.....				18 000 ..	.....	18 000 ..	145 700 ..
1875.....				18 000 ..	.....	35 000 ..	168 000 ..
1876.....				18 000 ..	.....	18 000 ..	176 500 ..
1877.....				62 000 ..	.....	18 000 ..	154 000 ..
1878.....				26 812 ..	.....	18 000 ..	191 400 ..
1879.....				18 000 ..	.....	18 000 ..	170 812 ..
1880.....				27 822 ..	.....	18 000 ..	151 852 ..
1881.....				18 000 ..	.....	18 000 ..	175 144 ..
1882.....				18 000 ..	.....	18 000 ..	149 366 ..
1883.....				20 580 49	.....	18 000 ..	280 080 40
1884.....				40 714 ..	.....	24 000 ..	181 501 50
1885.....				20 000 ..	.....	18 000 ..	238 927 ..
1886.....				25 000 ..	.....	58 080 ..	258 380 ..
1887.....	\$27 000	19 015 68	\$45 000 ..	22 462 70	.....	25 899 99	305 241 13
1888.....	0 000 ..	0 000 ..	69 000 ..	21 321 24	.....	20 700 ..	344 421 24
1889.....	0 000 ..	0 000 ..	10 000 ..	22 200 ..	\$600 000 ..	21 000 ..	297 880 ..
1890.....	28 139 ..	18 000 ..	58 000 ..	21 000 ..	42 000 ..	24 050 ..	357 189 ..
1891.....	18 000 ..	18 000 ..	18 500 ..	21 000 ..	41 669 81	21 000 ..	349 829 81
1892.....	26 500 ..	20 500 ..	24 500 ..	24 000 ..	19 000 ..	21 000 ..	286 610 ..
1893.....	10 000 ..	10 000 ..	23 500 ..	25 500 ..	21 450 ..	29 000 ..	395 855 86
1894.....	\$100 000	10 000 ..	200 500 ..	24 184 ..	21 800 ..	23 500 ..	439 984 ..
1895.....	19 000 ..	19 000 ..	74 000 ..	31 500 ..	60 800 ..	25 000 ..	402 850 ..
1896.....	20 000 ..	20 000 ..	25 000 ..	28 384 ..	30 800 ..	25 000 ..	293 238 ..
1897.....	70 000 ..	20 550 30	25 179 97	25 000 ..	23 268 ..	26 999 81	401 640 ..
1898.....	25 193 65	20 622 79	26 639 66	29 495 33	21 044 01	71 349 69	380 056 02

Average cost of graduates from organization of school to July 31, 1915

SCHOOL	SCHOOL ESTABLISHED	TOTAL APPROPRIATION TO JULY 31, 1915	NUMBER OF GRADUATES TO JULY 31, 1915	COST OF EACH	TOTAL APPROPRIATION TO JULY 31, 1915, LESS PRESENT VALUE	NUMBER OF GRADUATES TO JULY 31, 1915	COST OF EACH
Albany.....	1844	\$2 640 425 05	6 043	\$436 93	\$2 035 670 52	6 043	\$336 86
Brockport....	1866	1 477 138 95	1 957	754 79	1 177 138 95	1 957	601 50
Buffalo.....	1867	1 694 005 37	3 608	469 51	1 163 353 37	3 608	322 43
Cortland.....	1866	1 497 454 29	3 438	435 55	1 156 679 74	3 438	336 43
Fredonia.....	1866	1 548 506 09	1 787	866 53	1 198 506 09	1 787	670 68
Geneseo.....	1867	1 480 647 62	3 970	372 95	1 145 235 62	3 970	288 47
Jamaica.....	1803	440 549 19	801	550 ..	a 340 549 19	801	425 14
New Paltz....	1885	1 115 317 68	1 696	657 61	892 217 68	1 696	526 07
Oneonta.....	1887	1 291 109 26	3 012	428 65	1 014 276 26	3 012	336 74
Oswego.....	1863	1 887 087 81	3 984	473 66	1 490 087 81	3 984	374 02
Plattsburg....	1889	892 131 82	769	1 160 11	724 031 82	769	941 52
Potsdam.....	1866	1 453 421 44	2 896	501 87	1 134 860 44	2 896	391 87
		\$17 417 794 57	33 961	512 87	\$13 472 597 49	33 961	\$396 71

a \$100,000 was paid to the State by New York City for this school and that amount is used for "present value."

Average cost of graduates for year ending July 31, 1915

SCHOOL	SCHOOL ESTABLISHED	ESTIMATED VALUE OF PLANT	MAINTENANCE APPROPRIATION	INTEREST AT 4 PER CENT ON ESTIMATED VALUE OF PLANT	COST OF GRADUATING THE CLASS	NUMBER OF GRADUATES	COST OF EACH
Albany.....	1844	\$604 754 53	\$110 416 66	\$24 190 17	\$134 606 83	115	\$1 170 49
Brockport....	1866	300 000 ..	40 000 ..	12 000 ..	52 000 ..	71	732 39
Buffalo.....	1867	530 652 ..	60 000 ..	21 226 08	81 226 08	245	331 53
Cortland.....	1866	349 774 55	50 000 ..	13 630 98	63 630 98	150	407 89
Fredonia.....	1866	350 000 ..	46 000 ..	14 000 ..	60 000 ..	92	651 96
Geneseo.....	1867	335 422 ..	53 000 ..	13 416 88	66 416 88	202	328 79
New Paltz....	1885	223 100 ..	43 000 ..	8 924 ..	51 924 ..	128	405 65
Oneonta.....	1887	276 833 ..	55 171 77	15 073 32	70 245 09	241	291 47
Oswego.....	1863	397 000 ..	54 000 ..	15 880 ..	69 880 ..	137	510 07
Plattsburg....	1889	168 100 ..	41 000 ..	6 724 ..	47 724 ..	66	723 09
Potsdam.....	1866	318 561 ..	52 000 ..	12 742 44	64 742 44	121	535 06
		\$3 845 197 08	\$604 588 43	\$157 807 87	\$762 396 30	1 574	\$484 37

Estimated amounts contributed by localities at the time of the establishment of normal schools

Albany.....	\$2 500
Brockport.....	50 000
Buffalo.....	100 000
Cortland.....	98 000
Fredonia.....	112 000
Geneseo.....	70 000
Jamaica.....	10 000
New Paltz.....	45 000
Oneonta.....	15 000
Oswego.....	40 000
Plattsburg.....	15 000
Potsdam.....	97 000
	<u>\$654 500</u>

A review is given of each of the state normal institutions since the organization thereof. Illustrations to show the origin of these institutions, their present buildings and equipment, and the work which such institutions are doing, are also given.

STATE COLLEGE FOR TEACHERS

When the Albany School was organized it was intended to be an experiment for a period of five years. For its support during that time the sum of \$10,000 was to be paid annually from the literature fund. The supervision and government of the school were to be conducted by the Superintendent of Common Schools and the Regents of the University. The following executive committee was at once appointed: Col. Samuel Young, Rev. Alonzo Potter, Hon. Gideon Hawley, Francis Dwight, and the Rev. William H. Campbell.

Soon the committee was organized and the work distributed among its members. Gideon Hawley secured from the city of Albany the lease of a building, together with \$500, to help put the property in order. Francis Dwight visited the school at Lexington, to learn of its organization and equipment. Doctor Potter went to Massachusetts, empowered to engage a principal.

No time was lost. The building was repaired and equipped, a principal was secured, and some teachers were appointed. All was ready by December 18, 1844. On that date the school was formally opened by an address by Colonel Young before the executive committee, the faculty, and the twenty-nine students who had assembled the first day. What is now Van Vechten Hall, on State street, east of Eagle, was the first home of the normal school. It was agreed that tuition and textbooks should be free, and that a small sum of money to help pay board bills should be furnished weekly to each student.

It was a humble beginning: a rude building, inexpensive apparatus, few students. It was all very plain and common — all but the people; the principal, the teachers, and the young men and women in the classes. These were more than ordinary. Something must have been done for those twenty-nine young people and the scores that joined them, something to cause them to go out and do good work in the world, and to return years after with loyalty in their hearts and tears in their eyes as they spoke of the old school and of "the sainted Page."

David Perkins Page, a New Hampshire man, was the first principal. He was associate principal of the Newburyport High School when Doctor Potter went over there to engage him if he should find him competent. Doctor Potter conversed with Mr Page about half an hour, and then engaged him.

Full of knowledge, love, enthusiasm, Principal Page came to take charge of the New York State Normal School. That he understood the secret springs of mind and heart is learned from his book, "The Theory and Practice of Teaching," and is attested by those whom he taught; and that he "spared not himself," is shown by his early death. He died January 1, 1848, before the time limit of the "experiment" had been reached. "Death or success" was the watchword. He died, but first he achieved success.

George R. Perkins, the brilliant professor of mathematics since the organization of the school, was the next principal. He secured a new site and a new building, and conducted the institution in a businesslike manner till his resignation, July 8, 1852. He then took charge of the calculations to be made in the process of consolidating the various lines of railroad between Albany and Buffalo. He superintended the erection of Dudley Observatory. He became Deputy State Engineer and Surveyor. In January 1862, he was elected a Regent of the University.

The new building, for which an appropriation was made soon after the death of Mr Page, was erected in the rear of Geological Hall. There on Lodge and Howard streets, it formed the home of the normal school till June 1885.

Samuel B. Woolworth, the successor of Doctor Perkins in 1852, brought to the normal school the knowledge and experience gained during twenty-eight years of teaching. He knew the value of classification in the organization of a large school. He insisted upon a thorough division of labor, appointing teachers who each devoted his whole time to a single department. Through his influence, a thorough reorganization of the institution was effected by which the departments were made more distinct, and teachers of ability and experience were secured for each department. This man was a potent factor in the school for twenty-eight years, for when he resigned, it was to become secretary of the Board of Regents and so a member of the executive committee in charge of the school.

Doctor Woolworth was succeeded by a member of his faculty, a young man whom he himself had chosen, and whom he regarded as a model of manhood, scholarship, and general culture.

David H. Cochrane M. A. Ph. D., brought to his new position all that energy, grace, and influence which had characterized his former work, and which now made his administration a marked success. He was aided by a strong faculty—among whom were Professors Jewell, Cooley, Kimball, and Husted; and Misses Rice, Ostrom, and Butler.

It was during this administration that the Civil War was waged. In response to the President's call in 1862, certain young men of the school put away their books, shouldered their muskets, and marched to the front, accompanied by Professors Kimball and Husted as commanding officers. In honor of those who died in the service, there has been erected in the college building a memorial tablet, contributions for which were made by the alumni of the institution.

In 1864 Doctor Cochrane resigned his position to become president of the Polytechnic Institute of Brooklyn. He was succeeded by Prof. Oliver Arey, who also resigned after a short term of office. He was kindly and conscientious in the discharge of his duties.

On April 24, 1867, Joseph Alden D. D. LL. D., was elected president. He was a lifelong educator and writer on educational subjects. He had been a professor in Williams College and president of Washington and Jefferson College. Doctor Alden felt the importance of thorough scholarship, method being somewhat subordinated to a comprehensive view of a subject. He was vigorous, intense, original, sincere; and many a young man did he influence for good. His resignation in 1882 closed fifteen years of continuous service.

On June 22, 1882, Edward P. Waterbury Ph. D. LL. D., was elected president. For the first time in its history, the head of the institution was one of its own graduates. From this time on, great changes occur. Ideas crystalize into definite forms.

A historical sketch of the school was written, together with a history of its graduates for forty years. Later, the work was extended for five years more. A pamphlet also was prepared, giving an account of the chief work done by graduates of the institution. When it is remembered that in order to accomplish all this, Doctor Waterbury had to reach between two and three thousand people, distributed, not in the Americas only, but across the seas as well, the work is seen to have been no light task.

Next a new building was secured, the old one being wholly inadequate. In carrying out this project, Doctor Waterbury had the

effective help of the executive committee and of many other friends well known in political circles. The alumni memorial window was planned also at this time; an appeal being made to the graduates in regard to it.

The association of graduates, formed in 1851 by William F. Phelps, was reorganized at the beginning of Doctor Waterbury's administration by Sherman Williams, Sumner H. Babcock, and others. Under the new auspices, a notable reunion was held December 27, 1883. It was attended by about 600 of the alumni, many of whom had come long distances. Near the close of the afternoon session, the idea of a memorial window was presented, and a resolution unanimously passed to the effect that "the 'window' should be constructed by the alumni." Committees were appointed to collect funds, and in due time the handsome window was an accomplished fact. It was a matter of regret to the alumni, however, that the work could not be wholly completed in Doctor Waterbury's day.

The new building was erected on Willett street, facing Washington Park. Into its walls was wrought some of the material of the old Capitol; the brown stone slabs being turned and roughened for the purpose. In construction and equipment, the new building was a great improvement upon the old. Departments for experiments in chemistry and physics, a reference library and reading rooms, and a kindergarten were among the new features, as was also the collecting of portraits to adorn the walls of the college chapel, and to perpetuate the memory of those who had contributed to the success of the institution. The building was constructed and equipped under the personal supervision of President Waterbury. Toiling early and late, with no thought for himself and with much for the school, Doctor Waterbury declined in health. In the summer of 1889 he died.

From a purely educational point of view, the work of the old normal school was over in 1889. For forty-five years it had provided teachers for the schools of this State. It had felt its own influence react upon itself in the better preparation of those who entered its classes. It had given added importance and efficiency to teachers institutes and teachers training classes; it had seen many schools like itself spring up in the State and in the country. But education had progressed wonderfully in forty-five years. Teaching was looked upon as a profession.

In October 1889, the executive committee invited William J. Milne to become head of the New York State Normal School. In correspondence with the gentlemen of the committee, Doctor Milne stated very clearly the conditions upon which he would consent to take charge of the school. He desired to raise the standard of admission, extend the course, and turn the institution into a purely professional school. The committee immediately accepted the conditions and placed him in charge.

Doctor Milne brought to this institution an education and training, an experience and personal character which proved to be a great asset in the development of a purely professional institution for the training of teachers for the secondary educational institutions of the State.

He was born in Scotland in 1843 and came to this country with his parents when he was a boy. He entered the University of Rochester and was graduated therefrom in 1868, receiving from that institution the degree of M. A. in 1871 and Ph. D. in 1877. In 1878 DePauw University conferred upon him the degree of LL.D.

Doctor Milne was professor in the state normal school at Brockport, N. Y., from 1867 to 1871, and principal of the state normal school at Geneseo from 1871 to 1889. Some of the most successful business and professional men of the Empire State have been his pupils. He was the author of a series of twenty-five volumes of mathematical textbooks, the first of which was issued in 1876, and these have been extensively used in the schools and colleges throughout the entire country as standard works on mathematics.

The reorganization of the practice departments, and the addition of a high school, a radical change in the character of the work done in the college and in the practice departments; the advanced standard of admission, together with the numbers of college and university students who enter in accordance with that standard; the increased number of courses, the last provided being a course for supervisors and commissioners; the conferring of degrees, Pd. B., regular course; Pd. M., supplementary course; Pd. D., an honorary title; also a change in the college life, the founding of Greek-letter fraternities and athletic clubs; the successful management of a college paper; the valuable lectures and other entertainments provided each year; grand organ recitals given by the director of music; afternoon seminars conducted by members of the faculty, and open to residents of Albany and vicinity; a change of name,

"Normal College," to harmonize with new conditions — these are some of the events connected with the administration of President Milne.

The changes mentioned above necessitated others in the building itself. To the south of the college additional property was secured and fitted up for the primary department; two classrooms were constructed out of a hitherto unused portion of the building; safe and commodious means of egress from the great assembly hall were provided; a marble-paved entrance court was constructed, the walls of which were frescoed and hung with rare pictures — the light being softened and the beauty of the court being greatly enhanced by two handsome stained-glass windows.

In 1894 occurred the semicentennial jubilee. From all parts of the United States they came — young graduates of the new college and members of the first class of the old normal school.

Thus the New York State Normal College was established in 1890 for the purpose of giving instruction exclusively in the science and in the art of teaching. From that time until 1905 it was a purely professional institution and consequently nothing was studied or taught in it which did not have a direct bearing upon the profession of teaching. The courses of instruction included philosophy of education, school economy, history of education, systems of education, methods of teaching and such other subjects as are immediately related to the professional work of the teacher.

The institution was established as a college whose graduates received degrees in pedagogy, but no opportunities were afforded to pursue courses of study similar to those pursued in ordinary literary colleges. The strictly professional character of its work marked it as a unique institution for the preparation of teachers; and since the requirements for admission were broader in scholarship than those of most literary colleges, the college was designated to train teachers for secondary schools only. But during the last decade the demands of scholarship upon the high school teachers have been growing increasingly higher and more exacting. In many cases nothing less than college graduation and the possession of a degree in arts or science have been acceptable. Furthermore, institutions of learning not especially devoted to preparing teachers for their profession have become impressed with the necessity of professional training, and have established departments of pedagogy or schools of education in which they offer as elective studies to members of their junior and senior classes instruction in the theory

of education and in methods of teaching. This growing interest in the study of pedagogics is an encouraging indication of the awakening of all classes to an appreciation of the value of philosophical methods of teaching and the students who pursue such courses are better qualified to enter upon the work of teaching in consequence of having pursued courses in the philosophy and history of education and in methods of instruction.

Therefore in response to the demand for teachers in secondary schools whose preparation should include a college course leading to a recognized degree combined with studies in the theory and practice of teaching, the Regents of the University by special action reorganized the college in 1905 and set it apart as an institution whose special purpose should be fourfold:

- 1 To provide for those intending to teach, a course in academic studies combined with studies in pedagogy which should be equal to that of the best colleges and which should lead to a recognized degree.

- 2 To prepare its graduates especially for teaching in secondary schools.

- 3 To provide special courses, which would prepare those of its graduates taking them, for positions in normal and training schools and for principalships and superintendencies in villages and cities.

- 4 To offer graduate work in education leading to advanced degrees.

In April 1914, by vote of the Regents of the University, authority was granted to designate the College as the New York State College for Teachers.

In January 1906 the college building on Willett street was destroyed by fire and until a new building could be erected the recitations of the students were held in the rooms of the First Presbyterian Church and of the Trinity Methodist Church, kindly offered by the trustees of these churches. The present group of buildings were finished in 1909 and were formally opened October 28th by Governor Charles E. Hughes and by the Commissioner of Education, Dr Andrew S. Draper, in the presence of a large audience of state and city officials, educators and college graduates.

On September 4, 1914, Doctor Milne died, after serving the college with wisdom, zeal and power for a quarter of a century. A bulletin issued by the college contains the memorial exercises held in his honor on the 30th of September of the same year, with

the addresses delivered by President John H. Finley, Deputy Commissioner of Education Thomas E. Finegan, Dean Leonard Blue and Dr Leonard W. Richardson, together with a letter from President Rush Rhees of the University of Rochester.

From the time of Doctor Milne's death until the selection of a successor to him, Dean Blue was acting president.

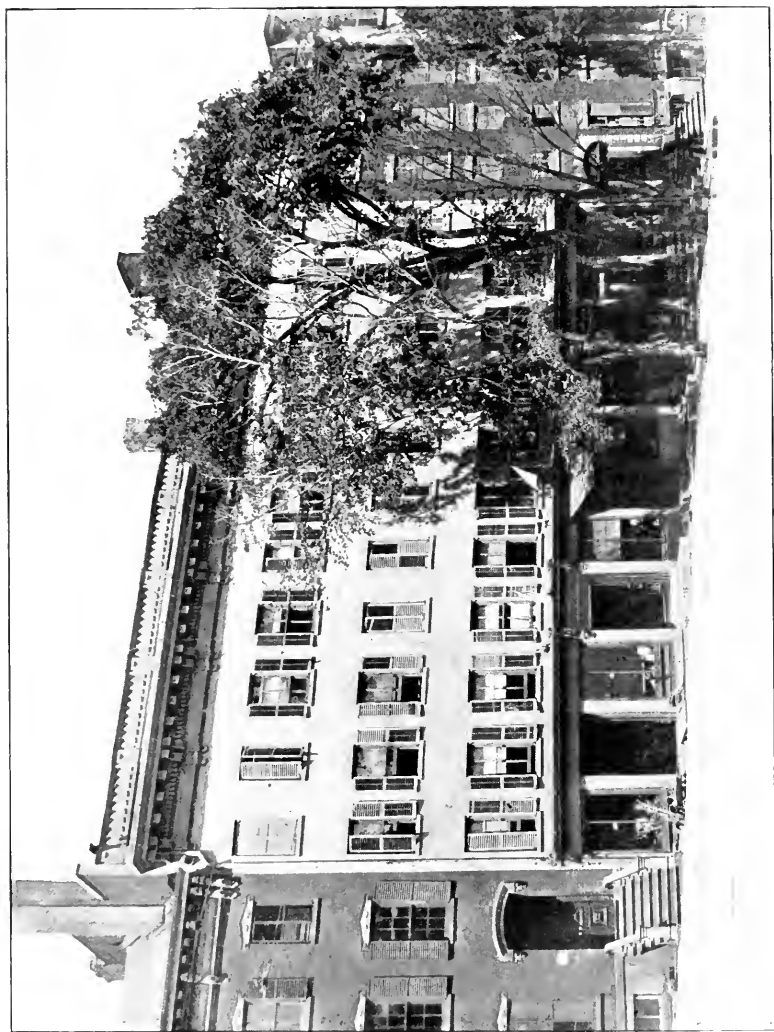
In February 1915 Dr Abraham R. Brubacher was elected president and was formally inaugurated in the same year by Commissioner Finley in the presence of a distinguished audience.

In June 1915 the name of the normal high school, connected with the college, was changed by action of the Regents of the University to the William J. Milne High School, in honor of Doctor Milne's services in the development of public education in the State and country.

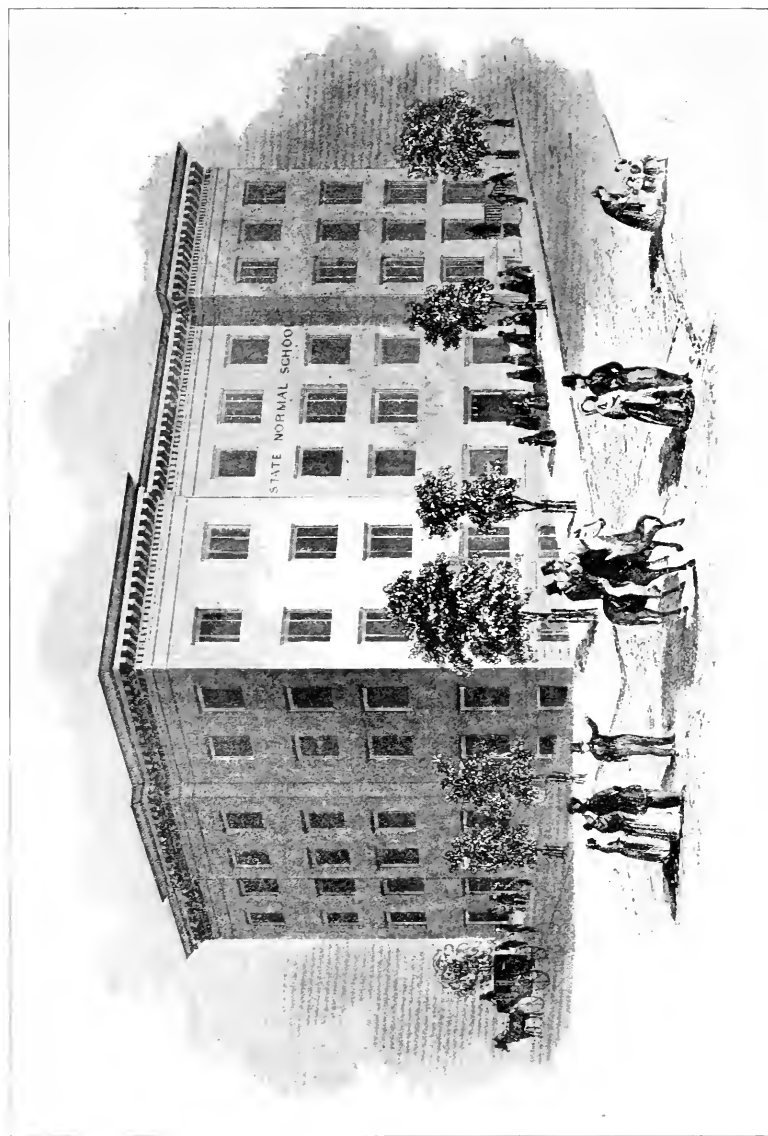
A junior high school, covering the school period now included in the seventh and eighth grades of the grammar school and the first year of the high school as it now stands, has been established by Doctor Brubacher and began its work at the opening of the college year 1915-16.

There are 48 members on the faculty of the college, 860 undergraduates and postgraduates. Extension courses in several departments are given by the professors to classes in Troy, Schenectady and in the college.

The college buildings may well be the pride of the State, but they are already insufficient for the ever growing work of the institution.



Building in which the first New York State Normal School was organized
(Van Vechten Hall, Albany)



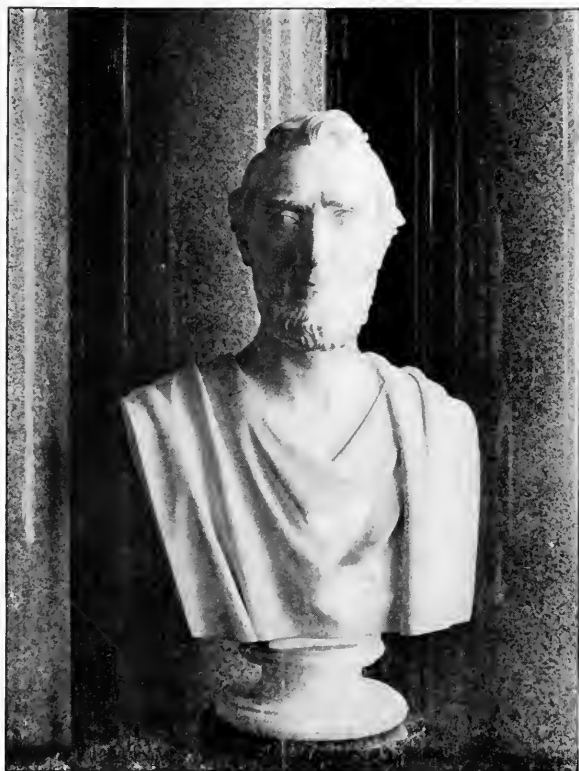
State Normal School building, corner Lodge and Howard streets, Albany. Erected 1849



David P. Page, principal of Albany State Normal School,
1844-48



Samuel B. Woolworth, principal of Albany State Normal
School, 1852-56



Bust of George R. Perkins, principal of Albany State Normal School, 1848-52



David H. Cochran, principal of Albany State Normal School
1856-64



Oliver Arey, principal of Albany State Normal School,
1864-67



Joseph Alden, principal of
Albany State Normal School, 1867-82



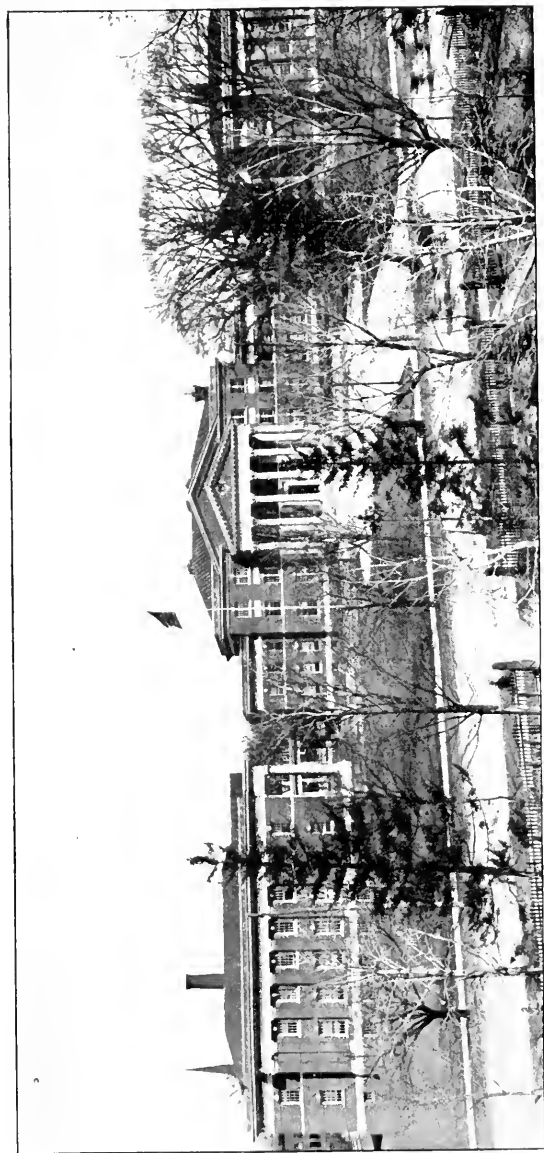
Edward P. Waterbury, principal of
Albany State Normal School, 1882-89



William J. Milne, president of the State College for Teachers, 1889-1914



State Normal College, Albany. Former building on Willet street.



New York State College for Teachers, Albany



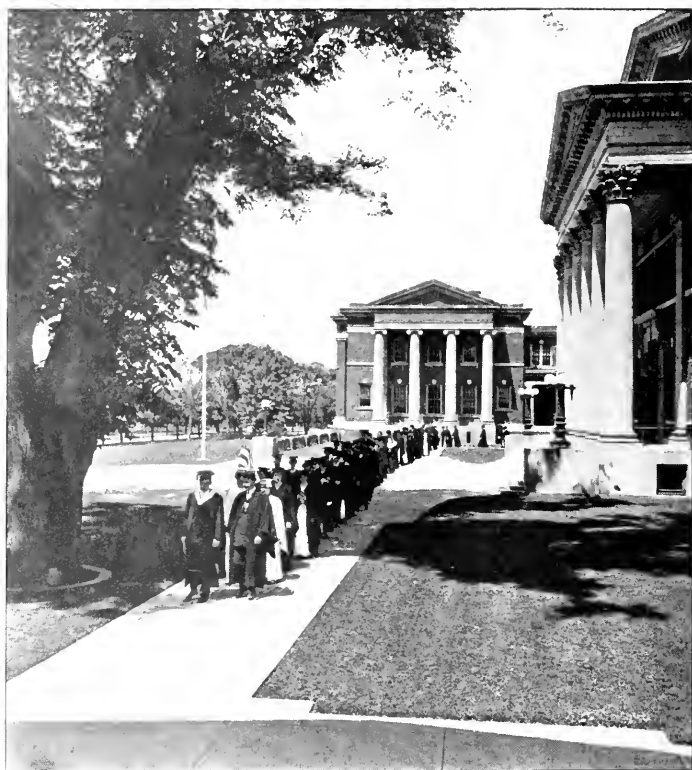
A. R. Brubacher, president of the State College for Teachers, 1915-



Leonard A. Blue, dean
of the State College for Teachers, 1912-16



A. N. Husted, professor of mathematics,
the State College for Teachers, 1844-1912



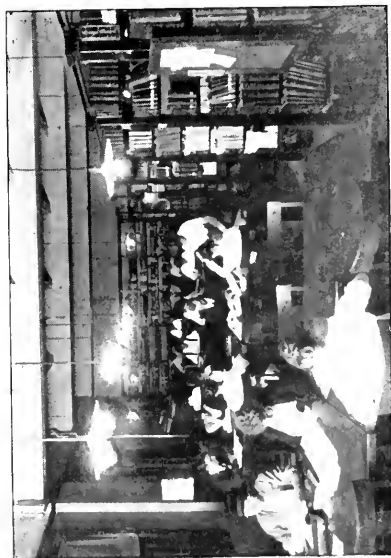
Commencement procession



The faculty
The State College for Teachers



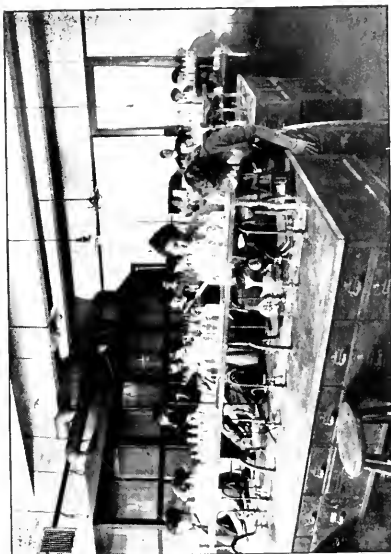
Gymnasium drill



Reading room



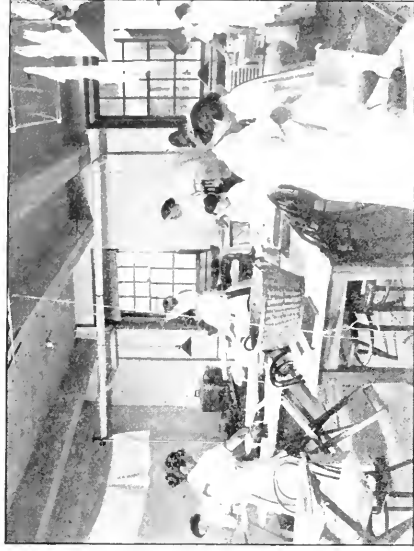
Girls' basketball team



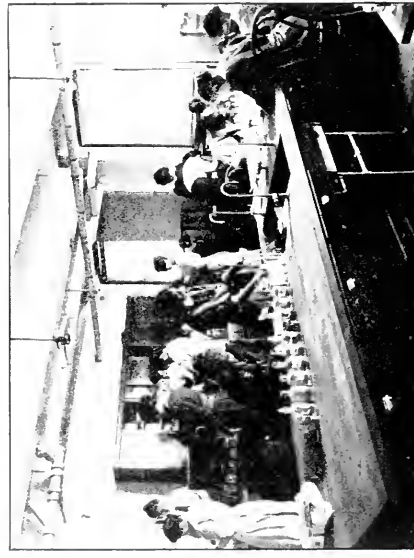
Chemistry laboratory



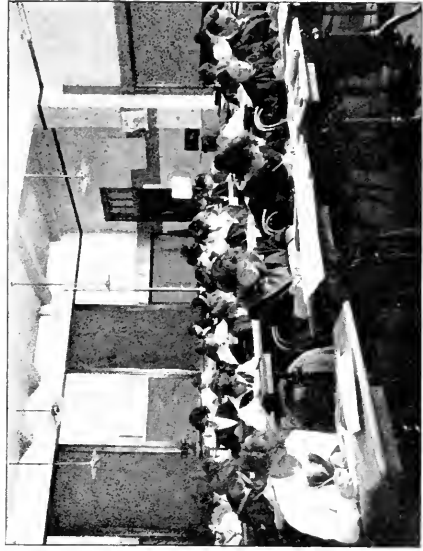
Class in millinery



Class in laundry work



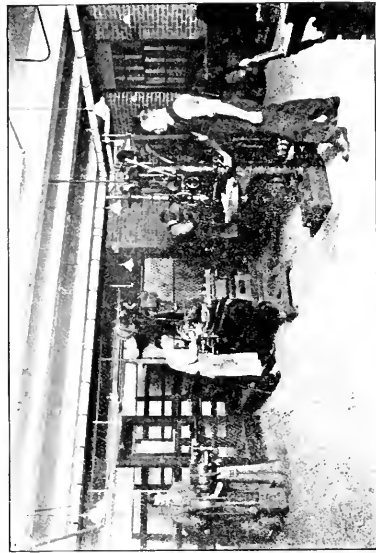
Class in microbiology and sanitation



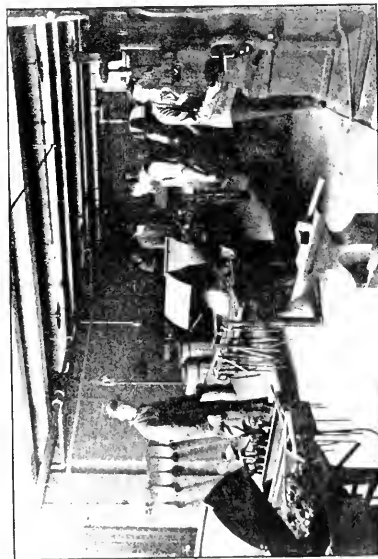
Class in costume design



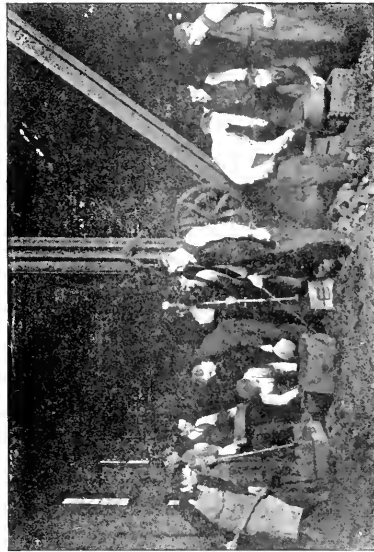
Machine operating laboratory



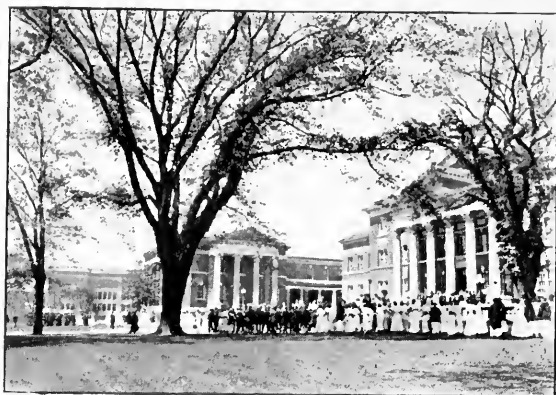
Machine shop



Tool making



Foundry work



Commencement scene



Meeting of the alumni



"The Taming of the Shrew"
The State College for Teachers

THE COLLEGE IN THE CIVIL WAR

A. W. RISLEY

The honored list of those from the State College for Teachers who went from the recitation room to the field, from the school to the camp, who dropped the book for the musket, is divided into two distinct parts, according as they joined the 44th New York State Regiment, or joined some other.

"Unprepared but responsive" was the school's reply to Lincoln's call for troops. McClellan's disastrous peninsular campaign had made more men necessary. The normal school class of 1860 sent 12 out of 31, 1861 sent 7 out of 27, and 1862 sent 10 out of 22. Thirty-six and one-fourth per cent of these classes responded. One was reported "physically disabled" but he kept at it till he was enlisted; how many others were physically unfit we do not know.

New York State responded almost melodramatically with Ellsworth's Avengers; this regiment was raised in passionate patriotism to avenge the death of the dashing Colonel Ellsworth, shot down in Alexandria while stripping a rebel flag from a house. The "Normal School Company" was a part of that regiment. They formed Company E of Ellsworth's Avengers, a regiment prosaically but honorably known as the 44th of New York Volunteers, one of the 300 "fighting regiments" of the war.

Company E was raised in Albany by two professors of the normal school, Captain Rodney G. Kimball, enthusiastically assisted by Lieutenant Albert N. Husted. The latter was an authority on the 44th Regiment and the sole recognized authority on the actions of his beloved Company E. All the leading facts of this article, and sometimes the wording, are his.

The normal boys, 27 strong, formed the nucleus of the 100 of Company E. "They were at once fully armed and equipped. The faculty of the school presented each of the officers with a valuable revolver, while contributions from graduates and friends purchased a rubber blanket for each normal school member of the company." It joined the 44th October 23, 1862 at Antietam Ford, Md., to serve "for three years, or the war."

The record of this normal school company is almost the record of the war. It was on the firing line in seven of the twelve greatest

battles of the war, at Fredericksburg, Chancellorsville, Gettysburg, Wilderness, Spottsylvania, Cold Harbor, and the nine months' siege of Petersburg. Of the whole company, 17 died of wounds, 8 of disease, 20 were wounded, not fatally, 7 commissioned as officers of United States colored troops, of whom 5 were captains, 7 received commissions in New York volunteer regiments, 12 were discharged because of physical disability, 9 transferred to the invalid corps, 3 to the signal corps.

Captain Kimball commanded the company at the Battle of Fredericksburg and until February 4, 1863, when he left the regiment on sick leave, and was honorably discharged on surgeon's certificate of disability, April 16, 1863. It was said of him, "The hardships of a soldier's life broke his health and he was discharged as an invalid. He gave his life to his country as truly as if he had fallen on the field of Fredericksburg."

Captain Husted participated in all engagements of the company, a record that is no less notable than the record of the rest of his life. He was once slightly wounded, but was never in the hospital. At the Battle of Chancellorsville his life was saved by a testament and diary in the side pocket of his coat. At the Battle of the Wilderness, one bullet pierced his hat and another his boot leg; in the same battle he barely escaped capture. He was honorably discharged on the muster out of his regiment, October 14, 1864. For over half a century, Doctor Husted, of the mathematics department of the normal school and college, made the Civil War a real event to his colleagues and students. His annual speeches to history classes were occasions of large gatherings of appreciative students. His memory is preserved by the "Dr A. N. Husted fellowship." He died in service, lacking but one year of four score, his "life full of service performed with the promptness of the soldier and the exactness of the skilled mathematician."

One particular incident of this company is recorded. "The opportunity and success of Company E, First Lieutenant A. N. Husted commanding, in capturing prisoners during the lull of the battle (Gettysburg) on July 2d were such as to deserve particular mention. Five men belonging to that company volunteered to advance beyond our lines, rescue and capture prisoners. These men acted with creditable promptness and sagacity. It was a perilous service and required great haste and circumspection." One writes that these five took 97 prisoners on that occasion. Lieutenant Husted says, "the prisoners all passed pretty near where I was

standing and I counted 92." The difference between 92 and 97 was due to different points of view. Lieutenant Husted also says, "it should not be said that these five men captured 97; our line of battle compelled the surrender." Three of these five boys were from the normal school.

The following data about the company are worthy of attention and preservation. It participated in the following engagements: (1) Fredericksburg, December 11-14, 1862; (2) Chancellorsville, April 30-May 6, 1863; (3) Gettysburg, July 2-3, 1863; (4) Wilderness, May 5-7, 1864; (5) Spottsylvania, May 8-21, 1864; (6) Cold Harbor, June 3, 1864; (7) Petersburg, June 18-21, 1864; (8) Weldon Railroad, August 18-21, 1864; (9) Poplar Grove Church, September 30, 1864; and in the following skirmishes or partial engagements: (10) Middleburg, June 21, 1863; (11) Jones' Cross Roads, Md., July 11-12, 1863; (12) Wapping Heights, July 24, 1863; (13) Rappahannock Station, November 7, 1863; (14) Mine Run, November 29-30, December 1, 1863; (15) North Anna, May 23-26, 1864; (16) Tolopatomoy creek, May 29-30, 1864; (17) Magnolia swamp, June 1-2, 1864.

The following are the remaining normal school members of the company, graduates and undergraduates; they served in those battles mentioned above whose numbers follow their names:

Graduates

First Sergeant Consider H. Willett, 1, 2, 3; commissioned as captain, U. S. colored troops, September 28, 1863
Sergeant James O. Blakely, 1, 2, 3; commissioned as first lieutenant, 19th U. S. colored troops, December 8, 1863
Sergeant Samuel McBlain, 2, 3, 4, 5, 6, 7, 15, 16, 17; also in Battles of Hatch's Run, March 5, 1865; Skunk's Hollow, March 31, 1865; Five Forks, April 1, 1865; Appomatox Court House, April 9, 1865; promoted to second lieutenant, 140th N. Y. Volunteers, January 16, 1865, and to first lieutenant, March 14, 1865
Sergeant John H. Ostrom, left at Albany barracks, acting quartermaster, October 16, 1862; commissioned first lieutenant, 176th N. Y. Volunteers, December 30, 1862
Corporal Thompson Barrick, 1, 2, 3; bullet wound in neck; commissioned first lieutenant, U. S. colored troops, March 26, 1864
Corporal Franklin Cogswell, left sick at Albany barracks, October 16, 1862; transferred to invalid corps, April 1, 1863
Corporal Robert B. Darling, 1, 2, 7; killed in action at Petersburg, Va., June 19, 1864

Corporal Andress B. Hull, 2, 3; commissioned as captain, 20th U. S. colored troops, January 14, 1864; served in Department of the Gulf until October 1865; mustered out with regiment at New Orleans, October 7, 1865

Corporal Hiram F. Olmsted, health failed; discharged on surgeon's certificate of disability, January 7, 1864

Corporal Frank A. Wilder, 1, 2; discharged on surgeon's certificate of disability, April 25, 1864

Private John L. Barrick, died of fever in hospital at Washington, D. C., November 26, 1862

Private Elbert Traver, 1, 2, 3; killed at Gettysburg, July 2, 1863

Private Orrin G. Moore, 1, 2, 3; transferred to signal corps, January 12, 1864

Undergraduates

Sergeant David F. Ferris, 1, 2, 3, 5; detailed for duty in first division, Fifth Corps Battalion, sharp shooters, August 15, 1864; killed at Battle of Skunk's Hollow, March 31, 1865

Sergeant Horace F. Mills, 2, 3; commissioned captain, 9th U. S. colored troops, December 8, 1863

Sergeant Rodolphus G. Warner, 1, 2, 3; commissioned as second lieutenant in company, January 28, 1863; honorably discharged, August 22, 1863

Private Sidney W. Burroughs, 1, 2, 4; killed in action at Battle of the Wilderness, May 5, 1864; commission as second lieutenant, U. S. colored troops received at the regiment after his death

Private George H. Dickson, 1, 2; served as adjutant's clerk and clerk at brigade headquarters

Private Frederick Eastman, 1, 2, 3; transferred to signal corps, January 12, 1864

Private George McBlain, 1; died in hospital at Washington, D. C., February 11, 1863, of wound received at Battle of Fredericksburg, December 13, 1862

Private Cyrus S. McDuffie, 1, 2; health failed and he spent a large part of his time in hospital

Private Albert Smith, died of fever at camp near Falmouth, Va., December 7, 1862

Private Charles E. Thorne, 4, 6, 13; severely wounded at Cold Harbor, June 3, 1864

Private Gould J. Travis; health poor, was much in hospital

Private George B. Wolcott, 1, 2, 3; killed at Gettysburg, July 2, 1863

In this is the record of war — honorable battles, wounds, sickness, loss of health, promotion, death, but never a hint of desertion.

Besides these 27 men of Company E, there were 79 others who served, in all 106 of the 583 men who were graduated previous to 1863. They held rank from brigadier general to private. Four served in the Confederate army, one of whom was killed in battle. Many who were not graduated and of whose services we have no record, should be added to this roll of honor. Of one of the class of 1861, Lieutenant Asa L. Howard, this is remembered: "He first planted our flag on the enemy's works at Camden."

In the hall of the State College for Teachers there is a bronze tablet "In Honor of the Graduates of New York State Normal College who Fell in Defence of their Country 1861-1865." This is the third memorial in successive buildings, first a framed document, then a bronze tablet destroyed in the fire, now this one, due largely to the energy of Doctor Husted, assisted by Doctor Milne. The student is constantly reminded that these dead "shall not have died in vain."

FELL IN BATTLE

- '46. Charles L. Brown, Malvern Hill, '62
- '52 James Guffin, Atlanta, '64
- '53 James Cheney, Spottsylvania, '64
- '57 William Gregory, Pittsburg Landing, '62
- '58 George W. Fox, Fort Albany, '61
- '59 William C. Hollis, 2nd Bull Run, '62
- '59 James R. Sprague, Picket Line, N. C., '65
- '62 Robert B. Darling, Petersburg, '64
- '62 Wallace B. Hard, Cold Harbor, '64
- '62 Elbert Traver, Gettysburg, '63

DIED IN HOSPITAL

- '46 C. Herman Stevens, Port Hudson, La., '63
- '49 Henry D. Hughes, Port Hudson, La., '62
- '49 Norman Allen, Missouri, '63
- '49 Stephen S. Read, Memphis, '64
- '54 Richard D. Carmichael, Vicksburg, '63
- '57 Hubbard H. Barrett, Washington, '63
- '60 John L. Barrick, Washington, '62
- '61 Asa L. Howard, Washington, '64

These are the names of all the graduates who fell, whether of the famous normal school company, E, or of other companies. It is a list of college men, reckoned not by military commissions or honors, but by year of graduation and year of death in defence of country.

BROCKPORT

On the site now covered by the Brockport State Normal School, in the years 1830-36 the Baptist Missionary Convention of the State of New York erected a stone building 60 by 100 feet in size and four stories high. The land was given and a part of the money was contributed by Hiel Brockway in honor of whose family Brockport had been named. Mr Brockway's gift was \$1000 and six acres of land. The building cost about \$20,000. It was intended to found a college and the building was used for this purpose for a short time; but the convention failed to complete it and the design was abandoned. During the next few years two or three private schools were started and discontinued.

In the first catalog issued it is stated that in July 1841, "A meeting of the citizens of Brockport was called to ascertain if it were not possible to make some use of this noble edifice. They succeeded in making a purchase of the property. Trustees were then appointed who repaired and completed the building, spending about \$2000, and opened a school December 1, 1841." During the first term there were one hundred thirty students.

In February of the next year, 1842, the Brockport Collegiate Institute was incorporated by the Regents of The University of the State of New York. In the first catalog, 1842, it was announced that "A teachers class would be formed which would receive particular attention."

On April 2, 1854, the building was burned. The next day the trustees met and voted to rebuild immediately. Additional stock was offered for sale and every effort made to secure the necessary funds. Meantime the work of rebuilding was begun and pushed forward so vigorously that the school was reopened in November 1855, though the building was far from completed.

This structure consisted of a central part, 50 by 75 feet, four stories high; and two wings, each 40 by 75 feet, three stories high. It forms part of the present normal school in which are located the offices, the reception room, the music room, library and museum. It cost about \$25,000.

The Collegiate Institute was for years the pride of the village: it flourished with various degrees of success; it was always a good school and well conducted, but financially it rarely afforded an adequate support to its managers. In 1866 it was practically bankrupt. Its real estate was mortgaged to the extent of \$10,000, and there was no money to pay the mortgage. It had been sold

on an execution by the sheriff, and it seemed then that the school must be abandoned, for it was useless to ask the people to lift the debt by subscription, and no other adequate means were suggested.

At this time the Legislature passed the act establishing several new normal schools, authorizing proposals to be received by the commission appointed for that purpose from the corporate authorities of any village, or from the board of trustees of any academy, for their establishment. The trustees of the Collegiate Institute at once resolved to avail themselves of this privilege, and in conjunction with the village authorities they presented the subject to the people for their consideration. The proposition was for the village to raise by taxation a sufficient sum, about \$50,000, to pay off the incumbrances, and to enlarge the buildings by erecting wings to the same and to present it to the State for the purposes of a normal school.

The subject was thoroughly discussed in all its bearings, and a bitter contest raged during the entire season. The friends of the school were ardent, enthusiastic, wide-awake, and thoroughly in earnest. Under the able leadership of Professor Malcom McVicar, at that time the principal of the school, every effort was made to convince the people of the expediency of the proposed measure. It was submitted to the taxpayers for their votes, and carried by a handsome majority.

Two additional wings were erected, each 50 by 80 feet, with three stories and a basement. In one of these is now the science department and in the other is the drawing room. The entire cost of the property to the village was \$50,000. When it was given to the State it was valued by the State Engineer at \$106,000.

The new south wing was used entirely for normal school work. On the first floor were five classrooms; on the second three and three other rooms, designed respectively for apparatus, a museum and a chemical laboratory. There was, however, practically no apparatus, either chemical or physical, and no collection. The third floor was undivided and was used as a study room, a classroom and a chapel. In the corresponding wing on the north, the training school occupied the basement and first floor; the academic department, the second and third floors.

Few changes were necessary to adapt the old building to the new requirements. An office was fitted up where the board room now is. Cloakrooms for the lady teachers and for the normal students occupied the space now devoted to the music room. A

narrow hall was opened through the central portion. The space on the east of this is now used as a reception room and board room; that on the west was divided into two rooms — the south one after a time used as a society room by Gamma Sigma, the other for the same purpose by Arethusa. Professor William J. Milne had rooms where the present offices are; and Professor Burlingame, the rooms on the opposite side of the hall. Later Professor McLean and his family occupied all these rooms. All other portions of the building remained unchanged.

The property was turned over to the State March 20, 1867, and normal school work was begun in the following April.

Originally all the stairways were of the spiral type. Four or five years after the opening of the normal school these were replaced by straight flights with a landing in the middle. At first the entire building was heated by coal stoves, of which there were more than one hundred in use. In 1881 these were replaced by steam. For several years the desirability of a new assembly room and a new training school building had been recognized, but it was not until 1888 that definite plans were adopted and ground broken for a new building adjoining the north wing. This was completed in 1889. It contained an assembly hall, now the gymnasium, the training school and several classrooms, together with the necessary cloak-rooms.

The completion of this building was followed by radical changes. The old chapel was cut up into society and music rooms. A large chemical laboratory was fitted up on the first floor of the south wing, and the Philaletheans were given a society room. The north wing was fitted up as it is today. The old cloakrooms were converted into a reading room. All classes except those in science had rooms in the north end of the building.

In 1897 an appropriation was made and plans drawn for a gymnasium to be located south of the science department. This was abandoned and in 1900 the cornerstone of the east building was laid and in 1902 the edifice was occupied. This provided ample accommodation for the training school, together with a play room, a domestic science department and a large assembly hall.

In the meantime the State had ordered the dormitories closed, leaving a large amount of space, which it was decided to use for a library and other much-needed rooms. In 1903 the library and Gamma Sigma rooms were removed to temporary quarters and a fine corridor constructed extending the whole length of the original

building. The offices were enlarged and room obtained for a geographical laboratory.

Two years later the second and third floors were remodeled. The library occupies the entire central part of the building, 50 by 75 feet, and the height of the second and third stories—the third floor having been removed. South of the library is a large museum; and north of it, a teachers' reading room and a seminar room. Above these are the Gamma Sigma and Philalethean society rooms.

The rooms vacated by the intermediate department when the training school was removed to its present quarters, are used for manual training, and the rooms under the gymnasium are fitted up as locker rooms, bathrooms, etc.

It only remains to state a little more specifically the changes which some parts have undergone.

Four rooms have been occupied at different times as a chapel: for a short time after the opening of the normal school, a room, a part of which is now the reception room, was used. In September 1867, the third floor of the south wing was ready for use. It was seated with double desks and the rostrum was at the west end. At commencement the desks were replaced by wooden settees, some of which may still be seen in the gallery of the gymnasium. This was used for twenty-two years. In June 1889, the last rhetorical exercises were held here—a special program having been provided for the occasion—and the school bade farewell to a place endeared to very many. The commencement exercises that year were held in the new hall. This was seated with opera chairs and was never used as a study hall. Thirteen years later, on the completion of the present hall, it was converted into a gymnasium.

At first the library was located in a part of the present corridor, just south of the statue of Demosthenes. In the early eighties a partition between it and the adjoining room was removed. The enlarged room was provided with new cases, a great improvement on the rude shelving which had been used. At this time several hundred volumes of miscellaneous books were added. This was the beginning of the present library, since which there has been a steady growth until at present there are more than ten thousand well-selected volumes.

The museum has had a varied history. In 1869 the collection comprised about a bushel of stones, lying on the floor in one corner of the room said to be designed for a cabinet. Less than a half dozen of these were of any value; the rest were thrown out of the

window. By the latter part of the seventies a fairly good collection had been gathered and a room on the first floor was fitted up for it. Two or three years later this room was wanted for the library and the collection was removed to a room adjoining the science lecture room. This was provided with suitable cases and here it remained for many years, gradually outgrowing its quarters. In 1906 it was placed in its present commodious room. The collection now contains more than ten thousand specimens accumulated with little expense to the State.

In the early days the classrooms were seated with wooden settees. The teacher's desk, when there was one, was of the most primitive form. The walls were bare. Every available space was utilized for blackboards. There was not a thermometer in the building, nor a picture in any part devoted to school work. And yet the school was as well equipped as most schools and much better than those from which a majority of the students had come.

The first local board, appointed by Superintendent of Public Instruction Victor M. Rice, consisted of the following members: Dr M. B. Anderson, Hon. Jerome Fuller, Thomas Cornes, Henry Seymour, Augustus Brainerd, Byron E. Huntley, Daniel Holmes, Eliphalet Whitney, John A. Latta, Timothy Frye, J. Durward Decker, Joseph A. Tozier, and Elijah Chriswell. This board immediately organized and elected the following permanent officers: Jerome Fuller, president, Eliphalet Whitney, vice president, Daniel Holmes, secretary, and J. D. Decker, treasurer. As originally organized the board consisted of thirteen members. In 1871 the number was reduced by an act of the Legislature to nine, and in 1872 by a like act two more were added, leaving the number eleven. Of the original members only the secretary, Daniel Holmes, remains. The service given by Mr Holmes to the school has been most valuable. He was elected secretary of the board of trustees of the Collegiate Institute about 1854. In this capacity he served the institute and later the state normal school without any financial compensation whatever until November 1, 1899 when he was elected treasurer of the local board of managers. From this date an allowance of two hundred dollars a year was given to him to pay the incidental expenses of his office as secretary and treasurer.

Following is a complete list of the presidents and members of the local board from the beginning:

Presidents of Local Board

Jerome Fuller, 1867-80; Dayton S. Morgan, 1882-90; George H. Allen, 1891-92; John D. Burns, 1897-. Eliphalet Whitney was chairman pro tem from the beginning until his death.

Members of Local Board

Jerome Fuller, 1867-80; Daniel Holmes, 1867-; J. Durward Decker, 1867-91; Timothy Frye, 1867-71; Henry W. Seymour, 1867-74; Joseph A. Tozier, 1867-94; Elijah C. Chriswell, 1867-1909; M. B. Anderson, 1867-88; Thomas Cornes, 1867-71; Augustus F. Brainerd, 1867-78; Eliphalet Whitney, 1867-1900; Byron E. Huntley, 1867-1900; John A. Latta, 1867-91; Aaron N. Braman, 1872-83; Dayton S. Morgan, 1874-90; George H. Allen, 1878-92; John H. Kingsbury, 1880-1902; Edgar Benedict, 1885-97; John D. Burns, 1888-; Horace Belden, 1892-95; Thomas H. Dobson, 1892-; George B. Harmon, 1896-1910; Wilson H. Moore, 1897-1907; Edward Harrison, 1894-; Henry Harrison, 1891-; Henry S. Madden, 1891-; Alfred M. White, 1908-.

At the first meeting of the local board, March 22, 1867, the following faculty was chosen: Malcom McVicar, principal; C. D. McLean, mathematics; Oliver Arey, natural sciences; Mrs H. E. G. Arey, preceptress; Sarah M. Effner, Lucy A. Mead and Helen Roby, assistants. In the training school the following were chosen: principal, not appointed; assistant, Lucena J. Grant; object teacher, Sarah M. Haskell; vocal music, Elizabeth S. Richmond; drawing, Martha Stark; instrumental music, Mrs Fidelia Alling (later Mrs Merritt). On April 8, 1867, W. J. Milne was chosen principal of the academic department and professor of ancient languages, and on July 12th, Miss M. J. Thompson was elected teacher of the primary department and Miss C. M. Chriswell teacher in the academic department.

The principals of the schools have been: Malcom McVicar, March 22, 1867-December 23, 1867; Charles D. McLean, December 23, 1867-June 1898; David Eugene Smith, June 1898-June 1901; Charles T. McFarlane, June 1901-June 1910; Alfred C. Thompson, June 1910-.

Since 1867, when this institution became a state normal school, from the normal department there have been graduated 1886, from the old academic department 228, from the high school department since 1905, 121.

Many of the graduates have attained eminent success, serving as principals, school commissioners, and city superintendents. Several are now district superintendents. Others still have become distinguished in the ministry, law, medicine, engineering, journalism and other professions. The alumni have been represented in the state Legislature, and in diplomatic and other governmental positions.

During its history the institution has contributed to the education of many more than its regular graduates. The school has furnished to other normal schools of the State a large number of teachers. Doctor McVicar, the first principal, assumed a similar position at the Potsdam Normal School; Dr William J. Milne, the first professor of ancient languages, was transferred to the principalship of the Geneseo Normal School, and later to that of the State Normal College at Albany; Dr John M. Milne, a student of this school of the class of 1871, became principal of the Geneseo Normal School; Dr F. D. Palmer, professor of ancient languages and vice principal, was made principal of the Fredonia Normal School; James H. Hoose, professor of natural sciences, became principal of the Cortland Normal School; Frank S. Capen, of the class of 1864, became principal of the New Paltz Normal School; James M. Milne, of the class of 1872, became principal of the Oneonta Normal School; Helen Roby, teacher of mathematics, became preceptress at the Geneseo Normal School; Lucy A. Mead, one of the first assistants, assumed a similar position in the Potsdam Normal School; Gloria Bennett, of the class of 1872, became a teacher in the Geneseo Normal School; Andrew Y. Freeman, of the class of 1873, became principal of the training department in the Fredonia Normal School; Thankful M. Knight, of the class of 1875, became preceptress in the Plattsburg Normal School; Miss Jessie E. Hillman, of the class of 1878, became principal of the musical department of the Fredonia Normal School; William B. Chriswell, class of 1892, became a teacher in the Potsdam Normal School; and Mary E. Wilcox, class of 1897, became a teacher in the Geneseo Normal School. Probably there are others whose names are not recorded.

In common with the other normal schools of the State, the school has a fine record of service. The class which was graduated in June 1914, was the largest in the school's history, which indicates an increasing usefulness to the State.

BUFFALO

The first suggestion of establishing a state normal school in Buffalo came from the office of the State Superintendent of Public Instruction in 1866 when the state educational authorities were planning to establish two or more normal schools. By special act of the Legislature in 1866, four new normal schools were authorized. In the fall of 1866, by mutual agreement, the city of Buffalo agreed to purchase a suitable site and the county of Erie to erect and fully equip a suitable building provided the state commissioners decided to locate one of the four schools in the city of Buffalo.

On November 1, 1866, the board of supervisors of Erie county voted, if the state commission agreed to establish a normal school in Buffalo, to issue bonds in a sum not to exceed \$45,000, bearing 7 per cent interest and maturing in ten years, said bonds to be turned over to a committee consisting of Rev. A. T. Chester, Oliver G. Steele and Hon. Nathan K. Hall, who were to use their best efforts to secure the location of one of the four authorized schools in Buffalo and who were constituted a building commission to have charge of the planning and erecting of the proposed building. This committee met on November 3, 1866 and organized as follows: N. K. Hall, chairman; A. T. Chester, secretary; Oliver G. Steele, treasurer.

November 7, 1866 Mr Jesse Ketchum, a public-spirited citizen of Buffalo and a man much interested in public education agreed to deed to the city of Buffalo, at the nominal price of \$4500 the lot bounded by Jersey, 14th, York, and 13th (now Normal avenue) streets so that the city might fulfil its share of the contract. This lot is approximately 300 feet wide and 600 feet long and comprises between 5 and 6 acres. On November 12, 1866 the common council agreed to accept the offer of Mr Ketchum, provided the state commissioners agreed to establish a normal school in Buffalo, and further directed a committee, consisting of the chairman of the committee on schools, Hon. N. K. Hall, Oliver G. Steele, Esq., Rev. A. T. Chester and Hon. George DeWitt Clinton, to proceed to Albany and use their best endeavors to procure the passage of an act locating one of the four normal schools in Buffalo.

The committee appointed by the common council and the board of supervisors was unsuccessful in its efforts to have the state commissioners locate one of the four authorized normal schools in Buffalo, but in April 1867 the Legislature passed a special act authorizing the establishment of such a school.

Upon the passage of this law the acts of the common council

and the board of supervisors became operative and on April 6, 1866 the common council, in addition to its offer of a site, authorized the issue of \$45,000 of its bonds to the building commission for building purposes, thus making available with the amount voted by the county, \$90,000. for the purpose of erecting and equipping the building. On July 27, 1867 the commission composed of the aforesaid men, Judge N. K. Hall, Rev. A. T. Chester, and Oliver G. Steele, held a meeting at which Judge Hall tendered his resignation which was accepted and Mr Dennis Bowen was elected to fill the vacancy.

On August 10, 1867 the building committee met and Oliver G. Steele was chosen chairman. On June 8, 1868 the committee met and "the treasurer reported that he had received from the treasurer of the county of Erie nine bonds of five thousand dollars each, with interest from August 1, 1867, which bonds have been deposited in Erie County Savings Bank, on which amount the first six months has been paid, which amount is also deposited in the same bank; and, that he had received from the comptroller of the city of Buffalo forty-five bonds of the city of Buffalo for one thousand dollars each with interest from October 1, 1868, which are also deposited in Erie County Savings Bank. The report was accepted." At the same meeting "the chairman submitted a set of plans for a normal school building now in process of erection at Winona, Minn."

On June 18, 1868 the committee met and passed the following resolutions: "Resolved, all the members present, that we adopt for our normal school building substantially the plans submitted at the last meeting. Resolved, that we employ J. H. Selkirk, architect, to modify the above plans, so as to bring the cost of the building within our means and to make working plans for the building, and superintend its erection until completed, and to receive as his compensation not more than the board is authorized to expend for this purpose, viz, one thousand dollars."

At a meeting of the committee held July 10, 1868 the architect submitted his specifications for the proposed building. On July 16th the committee met and awarded the contract for erecting the building to Henry Runnill for \$70,000.

On April 1, 1869 the committee passed the following resolution: "Resolved, That the cornerstone of the new building be laid on the 15th inst., at 3 o'clock p. m.; that the president of this board be requested to prepare an address and Miss Ripley to write a poem to be read on that occasion; that an invitation be extended to the

common council to be present and that the chairman of this board be the committee to make all necessary arrangements."

On November 6, 1869 the secretary made the following report to the commission: "The secretary reported the following as the report to the board of supervisors, which was approved: To the board of supervisors of Erie county —The commissioners appointed to erect, furnish and complete the normal school building beg leave to report that said building is nearly finished, and the commissioners request your honorable board to appoint some day during your present session to visit and inspect it. The commissioners present a just and true account of their receipts, and expenditures to the present date."

The committee instructed the Rev. A. T. Chester to visit Fredonia and Geneseo and examine furniture and apparatus in the normal schools of those places and on June 25, 1870 they sent the following communication to the common council of the city of Buffalo:

To the Honorable Common Council of the City of Buffalo

The undersigned commissioners for building and furnishing the normal school for the city of Buffalo and county of Erie would respectfully report,

That the building is very nearly finished and will be ready for the reception of the furniture etc., in a few weeks. Contracts have been made for the furniture etc., to be ready as soon as the building is completed. Arrangements have also been made for the grading of the lot and laying out the ground in a proper manner.

No actual purchase has been made of the required philosophical and chemical apparatus, and which can not well be done until the principal of the institution has been appointed, but a sufficient sum will be set aside for that purpose by the commissioners to provide the quantity required.

All the requirements of the law will, we believe, be fulfilled early in July, and it is important that the city be prepared to place the property in the possession of the State, and the local board of managers appointed, whose duty it is to organize the institution and arrange for its opening by the first of September next.

The undersigned would therefore respectfully request your honorable body to refer this subject to the proper committee, together with the city attorney, with authority to take the necessary action to comply with the requirements of the law and insure the opening of the school by the time suggested. There is so much detail connected with the finishing and furnishing of the building, and in organizing thoroughly for the opening of the school that it is important that the requirements of the law be fulfilled without unnecessary delay.

Respectfully submitted

O. G. STEELE

A. T. CHESTER

DENNIS BOWEN

Commissioners

Buffalo, June 25, 1870

On August 18, 1870 the committee met and took action as follows: "Resolved, that the president be authorized to notify the proper authorities in Albany that the normal school building is finished and provided with furniture and apparatus and ready to be delivered to the local board."

On October 6, 1871 the final meeting of the committee was held and the following resolution passed:

Resolved, That the president be requested to make a report of all the transactions of this board to the board of supervisors and to the common council, showing the disbursement of all the funds received that the bonds of the commissioners, in the hands of the county treasurer, may be cancelled.

On receipt of this report by the committee to the common council of the city of Buffalo, the latter body took the following action:

The committee on schools, to whom was referred the report of the commissioners for building a normal school building in the city of Buffalo report:

That they have examined the same and the statement accompanying said report and that they find said statement full and explicit showing the action of the board of commissioners from the time of its appointment until the completion of said building. The commissioners have vouchers for all of their expenditures, corresponding with the statement rendered. These vouchers your committee find to be correct.

It appears by the statement submitted by the commissioners that the whole amount of money placed in their hands was \$90,000, which was increased by interest on deposits to the sum of \$100,243.64. The funds placed in the hands of the commissioners were deposited in the Erie County Savings Bank, and all payments have been made by checks on said bank.

Your committee can not close this report without making favorable mention of the manner in which the commissioners, Messrs O. G. Steele, Dennis Bowen, and Dr A. T. Chester, have performed the arduous duty assigned them. By the terms of the original resolution appointing the commissioners, they were to be allowed no compensation and none has been made them, either directly or indirectly. Their services have been invaluable and have placed the city and county under lasting obligations to them.

Your committee recommend the adoption of the following resolutions:

Resolved, That the report of the commissioners for building the normal school be accepted as correct and satisfactory, and the comptroller is hereby directed to cancel the bonds of the said commissioners and return the same to them.

Resolved, That the thanks of the city of Buffalo are due and are hereby tendered to Messrs O. G. Steele, Dennis Bowen, and A. T. Chester for the able and efficient services which they have rendered the city of Buffalo and county of Erie as commissioners for building a normal school.

The above report was adopted unanimously and after the transaction of some other routine business, the council adjourned.

February 16, 1887 the local board of managers passed the following resolution offered by Mr David Day :

Resolved, That the senator and the members of assembly representing the county of Erie in the Legislature of this State, be requested to take such steps as may be necessary to secure an appropriation by the State of the sum of two thousand dollars for the purpose of completing the improvement of the grounds of the state normal school in this city; and of the sum of thirty thousand dollars for the purpose of constructing and furnishing a building to be used as the gymnasium and natural science department of said school.

On June 6th of the same year the local board was informed that a bill carrying \$25,830 for the purpose of erecting the science building had become a law and steps were at once taken to erect the building. The structure had three stories and basement and was about 90 feet square and located immediately north of the center of the main building and 40 feet from it. The two structures were connected on their second and third floors by covered bridges which provided means of communication between them. The basement contained heating equipment and storage space. The first floor was devoted to a combination of gymnasium and physics laboratory, the second floor was occupied by a lecture room and the science department offices and the third floor was devoted entirely to chemical laboratory purposes. It was completed and put into use in September 1888.

When the school was opened the residence of the principal was in the west end of the main school building, consisting of rooms in the basement, first and second floors. Ultimately the growth of the school made it necessary to give this space over to school purposes and in 1889 an act was passed by the Legislature authorizing the preparing of plans for a residence not to cost more than \$10,000. Plans were prepared but no funds being at that time available, the residence was not begun until the fall of 1893 and completed in 1894.

The Hon. Edward H. Butler at his death bequeathed \$5000 to the school for library purposes and in his honor the library is known as the Edward H. Butler Library.

Although plans for a new building were authorized in June 1910 it was not until March 6, 1912, when Governor Dix signed the bill introduced by Assemblyman E. D. Jackson carrying an appropriation of \$100,000, that the authorities were able to start work. Contracts were let October 23, 1912, by Andrew S. Draper, Commissioner of Education, and the first work of excavation was

at once begun. April 7, 1913 Governor Sulzer signed the bill introduced by Assemblyman Jackson and Senator John H. Malone appropriating \$300,000, the balance of the amount needed for the erection of the building.

On October 9th of that year, in the presence of the faculty and students of the school and a large assemblage of citizens interested in public education, the cornerstone of the new building was laid by President Edward H. Butler. Among the speakers on this occasion were Dr Thomas E. Finegan, Assistant Commissioner for Elementary Education, Hon. Henry P. Emerson, Superintendent of Education for Buffalo, Adelbert Moot, Regent of The University of the State of New York, Dr Francis E. Fronczak, Health Commissioner for Buffalo, and Hon. Henry W. Hill.

The building was structurally completed but not fully equipped in September 1914. Temporary arrangements for necessary equipment were made and the school was transferred from the old to the new building at the opening of the school year. The old building was immediately razed.

At a meeting of the local board of managers on December 16, 1901, Mr William Hengerer moved that an effort be made to secure an appropriation for the construction of a new school building. While the motion was carried, nothing definite came of it.

In November 1902 Hon. Edward H. Butler was elected president of the local board of managers and at once began an agitation for a new building. After years of failure he succeeded in starting the project when on February 3, 1910 Senator Henry W. Hill introduced a bill authorizing the drawing of plans for a new normal school building in Buffalo at a cost not to exceed \$400,000. This bill passed the Legislature and was signed by Governor Hughes June 21, 1910. First announcement of the signing of the bill was made by Dr Thomas E. Finegan in his address to the graduating class of the school on June 21, 1910.

State Architect Franklin B. Ware drew the plans, which called for a building that might be built without interfering with the old structure. To meet this condition the new structure was planned with wings at the east and west side of the school lot, these being far enough separated so that they might be erected without cutting off the light from the science building which they flanked on either side. These wings were connected by the main façade of the building which was placed to the north of the science building. In order to carry out this plan it was necessary to move

the principal's residence which stood on the plot on which the new structure was to be built.

Back of the main façade and entrance of the building is a wing extending to the north. The building is therefore made up of its main central part and three wings.

The east wing, except the basement and third floor, is given up entirely to the use of the school of practice, an elementary school in which prospective teachers secure experience through real teaching. Each grade and the kindergarten have two connecting rooms so that by dividing the grade two pupil teachers may practice teaching at the same time.

The west wing is given up to uses of the normal department. The basement contains a cafeteria, cafeteria kitchen, and pantry, shops for wood working, storerooms and locker rooms. The cafeteria provides lunches for nearly four hundred students daily, all food being sold at cost.

The first local board of managers of the Buffalo State Normal School was appointed September 16, 1870 by Abram B. Weaver, State Superintendent of Public Instruction, and consisted of the following citizens: John B. Skinner, Buffalo; Francis H. Root, Buffalo; Hon. Grover Cleveland, Buffalo; William H. Greene, Buffalo; Albert H. Tracy, Buffalo; Dr Thomas F. Rochester, Buffalo; Joseph Warren, Buffalo; Allen Potter, East Aurora; Dr Henry Lapp, Clarence. Doctor Lapp remained a member of the board till his death. The board held its first meeting September 26, 1870 and organized by electing John B. Skinner, chairman, and William H. Greene, secretary.

On October 10, 1870 the board held a meeting at which a committee of three was appointed to prepare a course of study for the school. This committee consisted of Messrs Warren, Skinner and Greene. On motion of Mr Tracy, seconded by Mr Root, it was resolved, "That no gentleman shall be appointed the principal of the said school, unless he has graduated and holds a diploma from a college."

January 21, 1871 the local board unanimously elected the Rev. Henry B. Buckham principal of the school. The following was published in the Buffalo papers at the time of Dr Buckham's election: "The board of managers have appointed, with the approval of the State Superintendent, Prof. Henry B. Buckham as the principal of the normal school in Buffalo. This gentleman

comes with recommendations of the very highest character, and it is believed that he will be found in all respects the proper person for so important a position. Mr Buckham graduated with honors at the University of Vermont in the year 1853, and since that time has been actively and constantly engaged in the work of teaching. He will at once enter upon the work of engaging a corps of teachers, preparing the course of studies and making all ready for the September opening, in harmony with the local board and the Superintendent of Education."

On June 7, 1871 Principal Buckham proposed courses of study for the school, which were accepted as the report of the committee appointed October 10, 1870. The school opened for work with appropriate exercises, October 25, 1872.

In 1872 there was established a special training class "for the benefit of those who design to teach during the present year, and more especially for those who design to teach country schools during the summer. The lessons will be adapted to those who desire to improve their knowledge of common subjects, and their manner of instructing and managing district schools." Admission to this special training class was by recommendation of the school commissioner.

The first faculty was as follows: Henry B. Buckham, English language, philosophy and didactics; William B. Wright, ancient and modern languages; Calvin Patterson, pure and applied mathematics; Mary J. Harmon, elocution, rhetoric and composition; Sarah Bostwick, geography and elementary methods; Charles W. Sykes, vocal music; George Hadley, chemistry, mineralogy and geology; David S. Kellicott, natural philosophy, physiology, etc.; Laura G. Lovell, English and mathematics; Susan Hoxie, second general assistant; Mark M. Maycock, penmanship and drawing. The teachers in the school of practice were: Flora E. Crandall, first grade; Ada M. Kenyon, second and third grades; Nellie E. Williams, third and fourth grades; Susan Hoxie, fifth and sixth grades; Isabella Gibson, seventh and eighth grades; Mary M. Williams, ninth and tenth grades.

The first class, which entered in September 1871, contained 11 men and 75 women. The average age of the men was 17.27 years and of the women 17.77 years. There were 195 in the practice school and 9 in preparatory classes. Of this entering class, 22 were graduated in June 1873.

June 14, 1886 Doctor Buckham resigned as principal of the school and on August 4th of the same year Dr James M. Cassety was elected to the vacancy. After graduation from Harvard University, Doctor Cassety was engaged in educational work at the Boys Academy in Albany, the Cortland Normal School and the Fredonia Normal School, from which he came to Buffalo.

In June 1892 the course of study known as the elementary English course, consisting of only two years of normal work, was abolished because it was found that two years was not a sufficiently long time in which to give the required subject matter and method work. In April 1893 the kindergarten department was established with Miss Lois S. Palmer as head kindergartener.

June 23, 1909 Doctor Cassety resigned as principal of the school, and on July 23, 1909, Daniel Upton, principal of the Technical High School of Buffalo, was elected as his successor.

In September 1910 the departments of household arts and vocational training were established with Miss Elizabeth C. Lange as head of the former and Harrison Givens in charge of the latter. The first floor of the science building was converted into a kitchen and the sewing and millinery work was done in one of the recitation rooms of the main building. Classes in vocational pedagogy for men were opened evenings, the course extending over three years.

The presidents of the boards of managers have been as follows: Nathan K. Hall, 1871-74; Oliver G. Steele, 1874-79; Francis K. Root, 1879-84; Dr Thomas F. Rochester, 1884-87; Stephen M. Clement, 1887-93; David Day, 1893-1900; Thomas Lothrop, 1900-2; Edward H. Butler, 1902-14; Robert L. Fryer, 1914.

The office of vice president began in 1886 with David F. Day, 1886-93; Thomas Lothrop, 1893-1900; Stephen M. Clement, jr., 1900-1. The office was discontinued in 1901.

The secretaries of the local boards have been as follows: William H. Greene, 1873-83; Thomas F. Rochester, 1883-84; Charles Sweet, 1884-91; Pascal Pratt, 1891-98; Robert L. Dryer, 1889-1900. During the year 1900 the office of secretary and treasurer were combined. The secretary-treasurers have been: William Hengerer, 1900-5; Henry W. Hill, 1905—. The treasurers have been as follows: Joseph Warren, 1873-84; Stephen M. Clement, 1884-87; Pascal Pratt, 1887-92; Charles W. Goodyear, 1892-95; Henry Lapp, 1895-96; Charles W. Goodyear, 1896-1900.

Registration in departments in the Buffalo State Normal School 1915-16

School of practice, including kindergarten.....	355
Elementary teachers course.....	421
Kindergarten course	36
Kindergarten primary course.....	62
Household arts course.....	73
Vocational course for men.....	94
Saturday extension course.....	78
Total	1119

Faculty 1915-16

DATE OF

NAME	APPOINTMENT	DEPARTMENT
Gertrude Bacon	September 1895	Superintendent of teaching
Elizabeth L. Bishop.....	September 1901	Science
Louise Cassety	September 1898	Principal of kindergarten dept.
Georgina Chamot	September 1897	Domestic art
Susan F. Chase.....	February 1898	Psychology
Helen Coombs	September 1915	Household arts
Elisabeth Crocker.....	September 1915	Household arts
Helen G. Englebreck....	April 1911	History and Registrar
Bessie F. Holman.....	September 1912	Domestic art
Jane E. Joslin.....	January 1914	Kindergarten
Jane M. Keeler.....	January 1911	Reading and physical training
Ida L. Kempke.	September 1907	English
Lillian Lane	January 1903	English
Elizabeth C. Lange.....	September 1910	Principal, household arts
David J. MacDonald....	September 1913	Pedagogy
Edith Marshall	September 1915	English
Mark M. Maycock.....	September 1872	Drawing
Marcus A. G. Meads.....	September 1875	Mathematics
Orren L. Pease.....	May 1913	Science
Joseph T. Phillippi.....	September 1914	Vocational
Florence W. Roginson..	September 1914	Cafeteria
Amelia B. Sprague.....	September 1910	Drawing
Stella A. Stark.....	September 1913	Music
Edward H. Tingley....	September 1915	Vocational
Daniel Upton	August 1909	Principal
Grace Viele	November 1902	Library
Alice Wessa	September 1912	Geography
Dorothy P. Whitehead..	September 1915	Physical training
Fredric Woellner.....	September 1915	Pedagogy and penmanship
Elizabeth M. Yates.. ...	September 1915	Drawing

School of Practice

Carrie Benson.....	October	1886	Critic teacher Assistant principal
Lydia Chamot	September	1897	German
Annie E. Davies	September	1893	Critic teacher
Mary H. Fowler.....	September	1895	Critic teacher
Helen Olmstead.....	September	1914	Critic teacher
Theresa Roehsler.....	September	1907	Critic teacher
Elizabeth B. Small.....	September	1909	Critic teacher
Ella M. Smith.....	September	1902	Critic teacher
Ernina S. Smith.....	September	1894	Critic teacher
Lilian Walker	September	1901	Critic teacher

Other Officers

Hellie Howland	November	1915	Secretary to principal
Franklin Smith	November	1901	Janitor
William Greene	May	1900	Assistant janitor

Complete List of Board of Local Managers

	APPOINTED	TERM EXPIRED
Butler, Edward	1895	1914 (died)
Butler, Edward H. jr.....	1914	....
Clement, Stephen M. sr.....	1874	1892 (died)
Clement, Stephen M. jr.....	1895	1909 (resigned)
Cleveland, Grover	1871	1886 (resigned)
Davis, George A.....	1902	1900 (died)
Day, David F.....	1886	....
Goodyear, A. Conger	1911	....
Goodyear, Charles W.....	1884	1911 (died)
Fryer, Robert L.....	1895	1915 (died)
Gray, David	1877	1883 (resigned)
Greene, George C.....	1886	1894 (resigned)
Greene, William H.....	1871	1883 (resigned)
Hall, Nathan K.....	1871	1874 (resigned)
Hengerer, William	1886	1905 (resigned)
Hill, Henry W.....	1900	....
Lapp, Dr Henry	1871	1912 (resigned)
Lothrop, Thomas	1892	1902 (died)
McMillan, D. H.....	1887	1905 (resigned)
Pomeroy, Robert	1912	....
Porter, Allen	1871	1875 (died)
Pratt, Pascal	1884	1898 (resigned)
Putnam, James O.....	1884	1885 (resigned)
Rochester, Dr Thomas F.....	1871	1887 (resigned)
Root, Francis H.....	1871	1885 (resigned)
Steel, Oliver G.....	1874	1879 (resigned)
Sweet, Charles A.....	1884	1891 (resigned)
Tracy, Albert H.....	1871	1874 (resigned)
Warren, Joseph	1871	1876 (died)
Weed, Hobart	1909	1915 (died)

CORTLAND

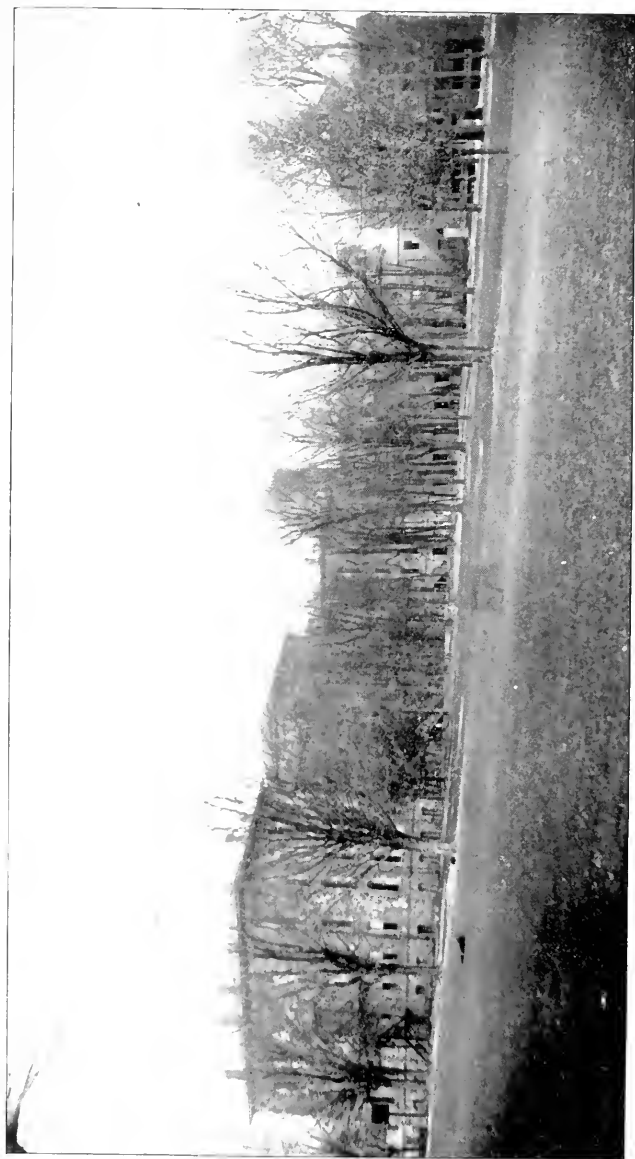
PREPARED BY DR WILLIAM A. CORNISH OF THE FACULTY

The act under which the Cortland Normal School was organized was passed in April 1866. The first step in the movement to secure one of these normal schools for Cortland was taken on August 11th at a meeting of the trustees of the Cortlandville academy. On motion of Judge Hiram Crandall a committee was appointed to mature a proposal to be made to the state authorities in reference to the location of a state normal school in this village. The committee appointed by the chairman consisted of Hiram Crandall, William P. Randall and James S. Squires. By vote of the board, the chairman, Hon. Horatio Ballard, was added to the committee and it appears that he took the leading part in the efforts made to secure the school.

The citizens of the village generally took an enthusiastic interest in the proposition. Two men offered a five-acre lot on Court House hill as a site for the school. A subscription paper was circulated and pledges enough were secured to make it safe to go on with the effort. The village trustees took the matter up and the proposal when submitted was in the name of the corporate authorities of the village of Cortland.

On November 9th Horatio Ballard, who in the meantime had been elected to the Assembly, and Charles Foster, president of the village, appeared before the state commission at Albany. The school was not awarded to Cortland by default. Delegations were also there with proposals from Homer, McGrawville and Binghamton, all of which places were eager to secure the school to be established in this part of the State. The hearing adjourned without a decision and on November 29th another hearing was held at which Ballard and Foster again appeared for Cortland and the delegations from other places named were also on hand. At the close of this hearing the commissioners voted to accept the Cortland proposal and locate one of the schools there.

The trustees devised the plan of bonding the village to raise \$75,000 for the purpose of fulfilling its contract. On December 11th the taxpayers of the village were called together to vote on this proposition and the plan was approved by a vote of 231 to 12. That the opposition, though restricted to a few, was intense is evidenced by the tradition handed down that one of the prominent citizens of the village became so excited that he cast his vote in opposition to the plan twice.



Brockport State Normal School



Malcolm Mac Vicar, founder and first principal
of the Brockport State Normal School, 1867



Charles D. McLean, principal
of the Brockport State Normal School, 1867-98



David Eugene Smith, principal
of the Brockport State Normal School, 1898-1901



Charles T. McFarlane, principal
of the Brockport State Normal School, 1901-10



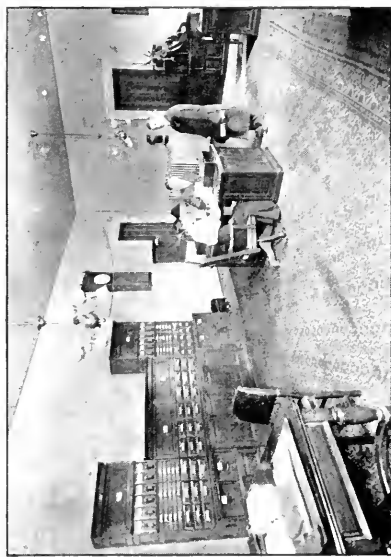
Alfred C. Thompson, principal of the Brockport State Normal School, 1910-



Faculty of the Brockport State Normal School, 1914



Graduating class of the Brockport State Normal School, June 1914



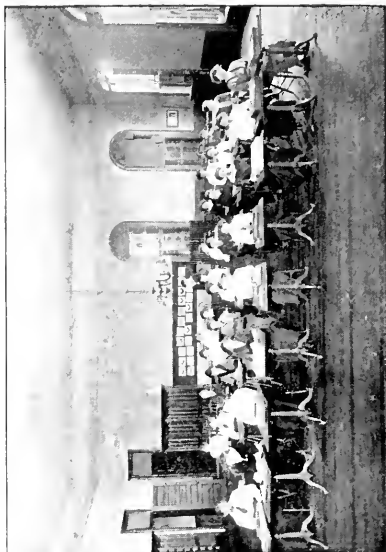
Main office



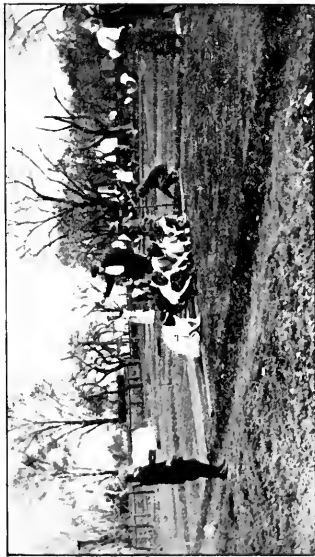
Reception room



Morning assembly



Art and drawing room



Sixth grade girls planting lettuce



Fourth grade individual plots: seed bed preparation

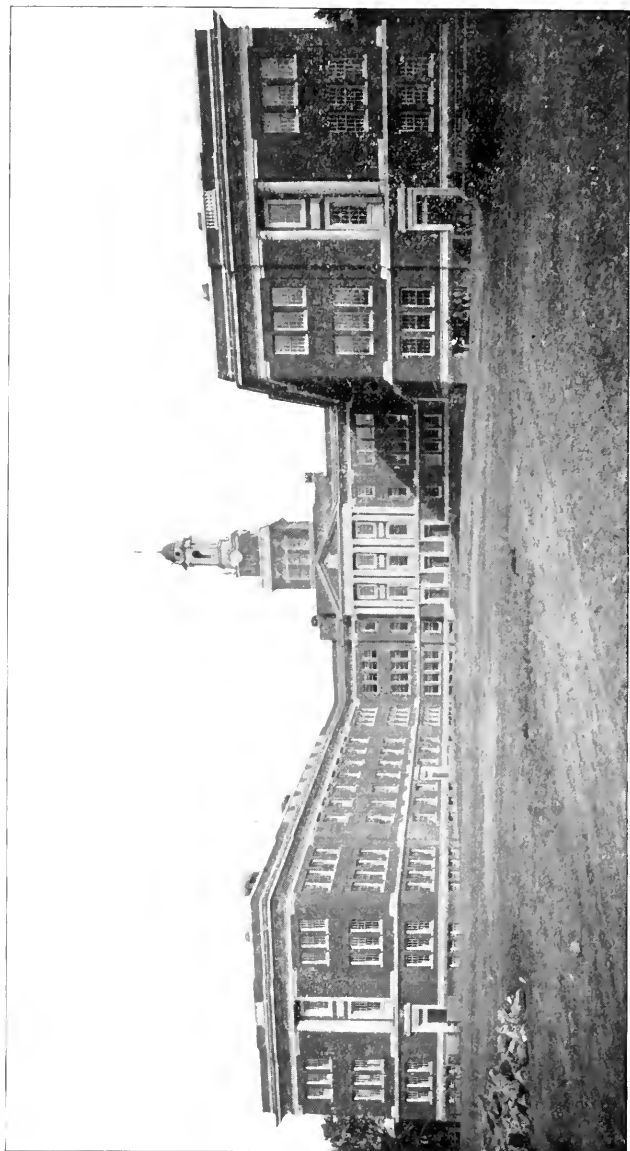


Pupils of rural school course



Outdoor work

Brockport State Normal School



New building of the Buffalo State Normal School. Erected 1913; opened for use September 1914

The State Normal School

AT BUFFALO.

Will be opened for the Reception of Pupils on the THIRTEENTH OF SEPTEMBER next, under the charge of Henry B. Buckham, A. M., as Principal. The design of the school is to educate and train Teachers for the Public Schools and Academies of the State. Applicants for admission must be sixteen years of age, and must procure from the Commissioner of Schools or City Superintendent the certificate required by law, and these must be sent to Hon. A. B. Weaver, Albany, by whom all appointments to the school are made. Tuition is free, and textbooks and board will be provided at as low rates as possible.

In connection with the Normal School, a Classical and a Scientific Department, open to both sexes, will be organized, the courses of study in which will entitle to the degrees of Bachelor of Arts and Bachelor of Science.

A Prospectus will be issued in a few days, giving full particulars, courses of study, &c., which will be sent to persons applying for it. All inquiries addressed to the Principal, at Buffalo, will be answered.

WM. H. GREEN,

Secretary of Local Board.

BUFFALO, N. Y., June 22, 1871.

Announcement of opening of the
Buffalo State Normal School, 1871



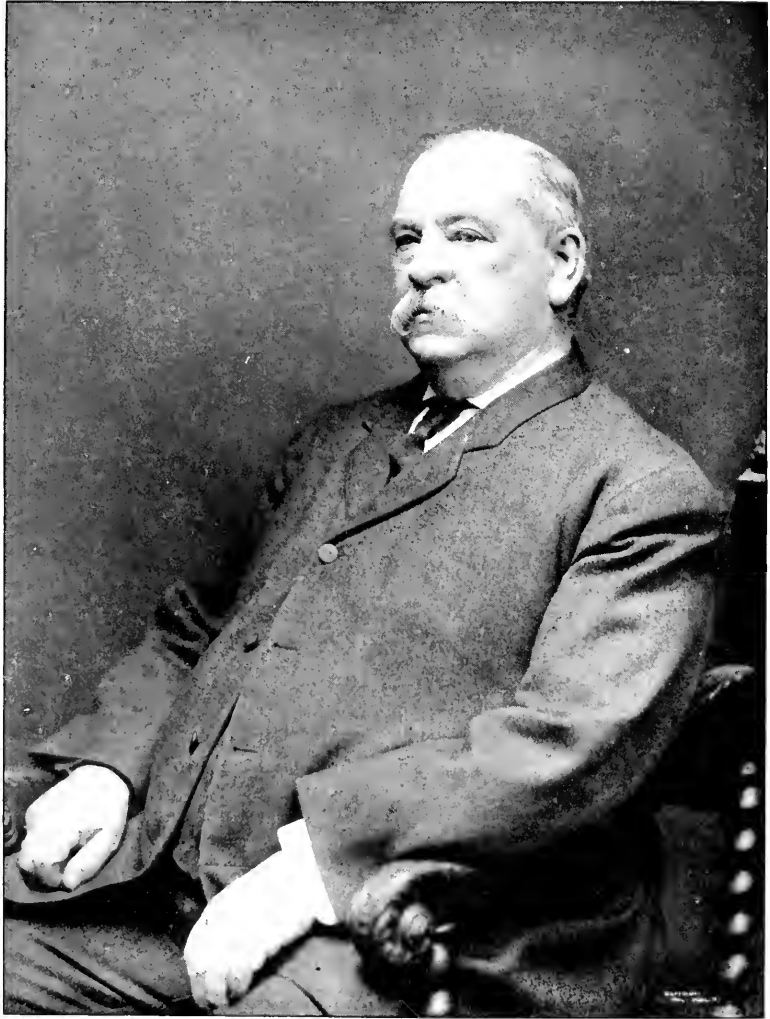
Jesse Ketchum, who gave site
for the first normal school in Buffalo, 1866



Rev. Henry B. Buckham, first principal of the
Buffalo State Normal School, 1871-86



Oliver G. Steele, chairman of building committee in charge
of erection of the first building for the Buffalo State Normal
School. President of the local board of managers, 1874-79



Hon. Grover Cleveland, member of local board of managers of the
Buffalo State Normal School



Buffalo State Normal School; original building from Porter avenue



James M. Cassety, principal of the Buffalo State Normal School, 1886-1909



Edward H. Butler, member of local board of managers of the Buffalo State Normal School, 1895-1914; president of local board, 1902-14



Daniel Upton, principal of the Buffalo State Normal School, 1909-



School garden



School garden



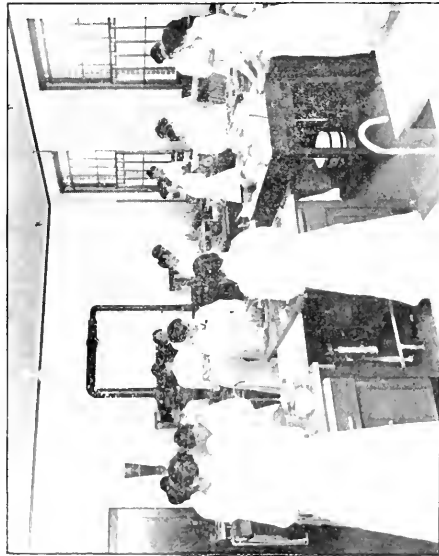
Faculty
Buffalo State Normal School



Principal's office



Senior sewing room



Senior cooking class



Sewing laboratory



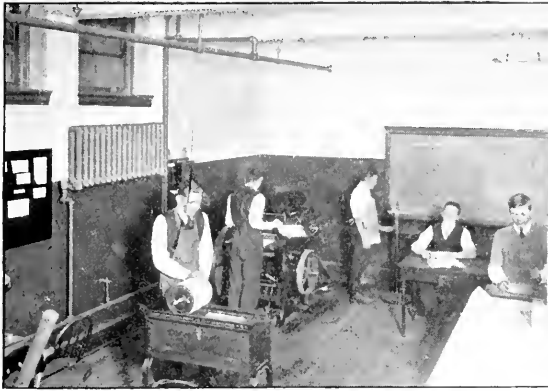
School garden, May 1910



Chemical laboratory, household arts department



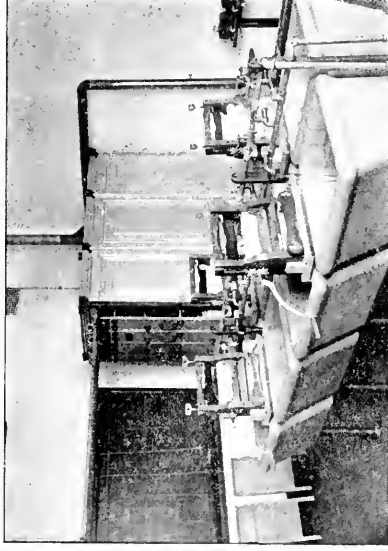
Office of superintendent of teaching
Buffalo State Normal School



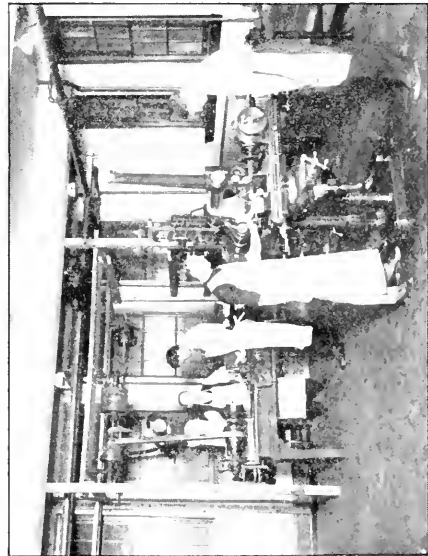
Printing class of the Buffalo State Normal School



One of the art rooms



Laundry, household arts department



Vocational department, machinists class



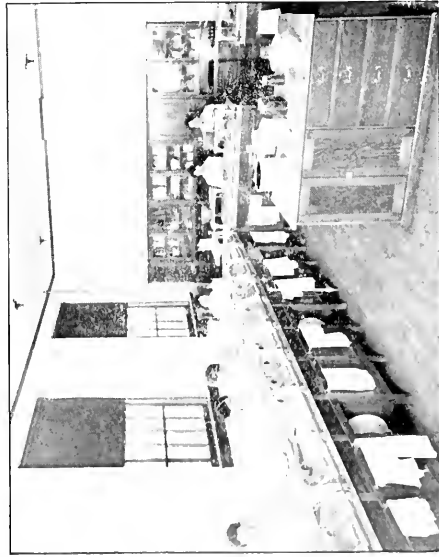
Vocational department, machinists class



Vocational department graduation project



Graduation project in carpentry



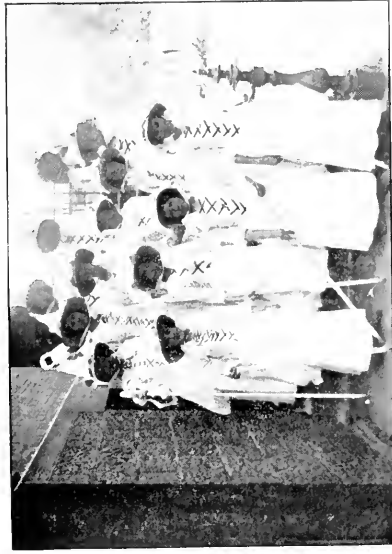
Junior cooking laboratory



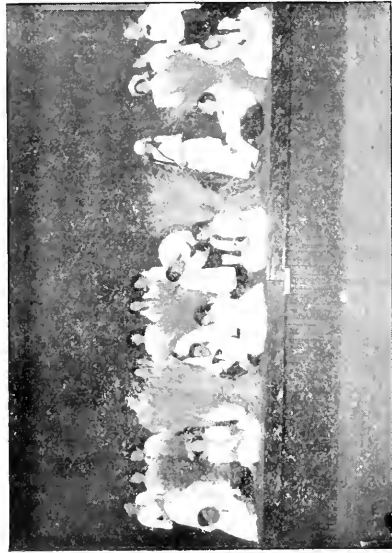
Lunch room



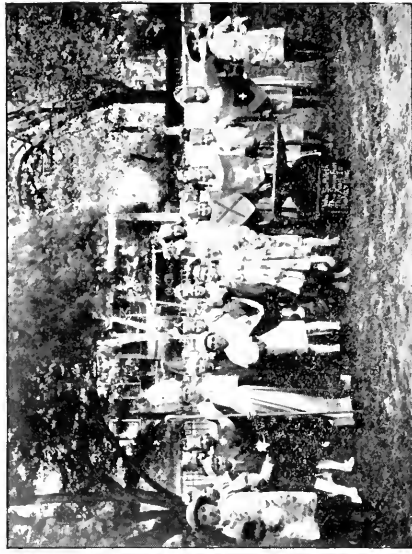
Cast of *Joan of Arc*



Shepherds' dance, May day, 1913



Harvest home — Thanksgiving program, 1913



Dramatization of King Arthur stories by fifth grade pupils]
Buffalo State Normal School



Kindergarten, school of practice



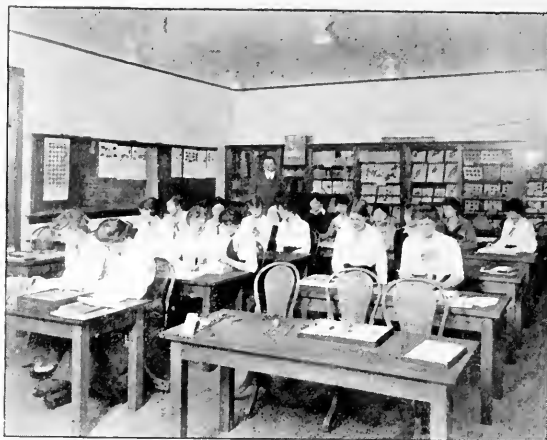
First grade, school of practice



Music lesson in first grade by pupil teacher



Eighth grade, school of practice



Nature study laboratory



Music methods class



Reading room

Buffalo State Normal School



Senior class (A-G), 1915



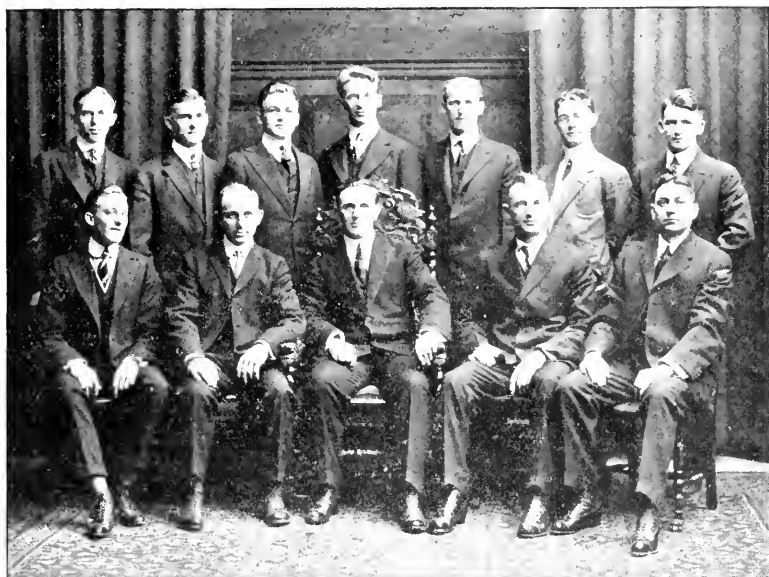
Senior class (H-P), 1915
Buffalo State Normal School



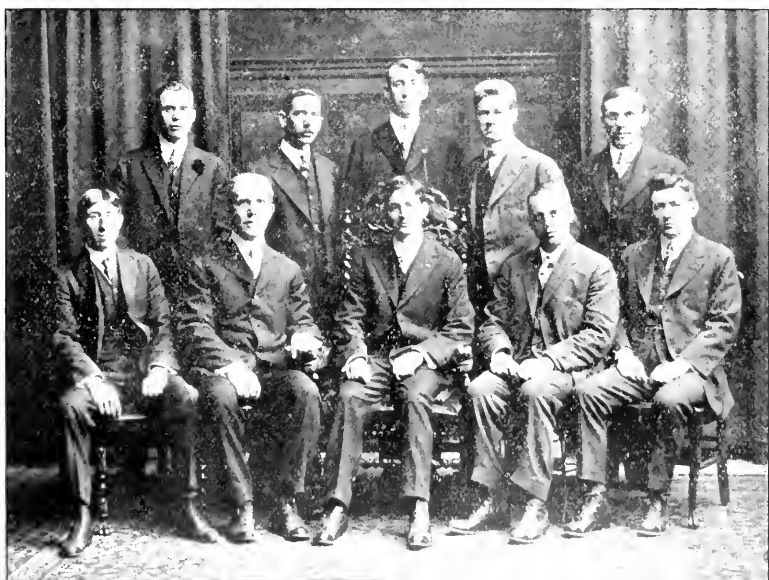
Senior class (Q-Y), 1915



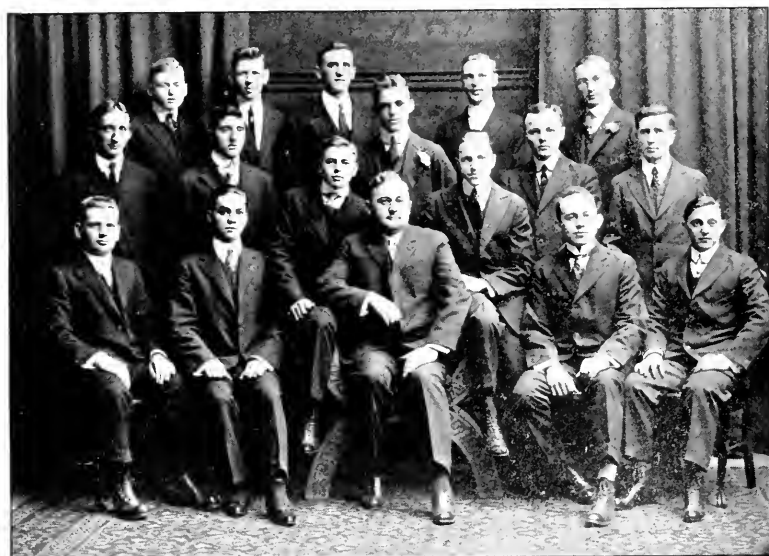
Senior class, kindergarten department, June 1915
Buffalo State Normal School



Vocational juniors, 1915



Vocational seniors, 1915
Buffalo State Normal School



Vocational freshmen, 1915]

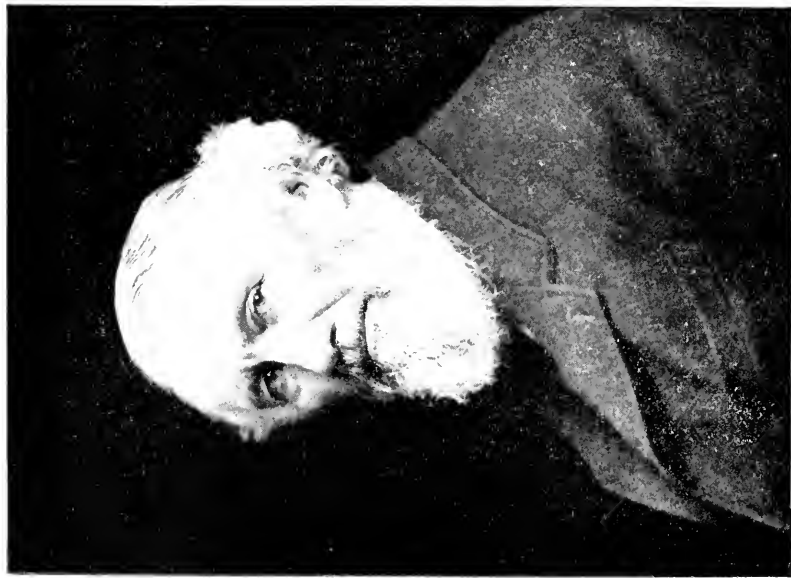


Household arts department. The gowns shown in this picture were designed and made entirely by the young women wearing them.

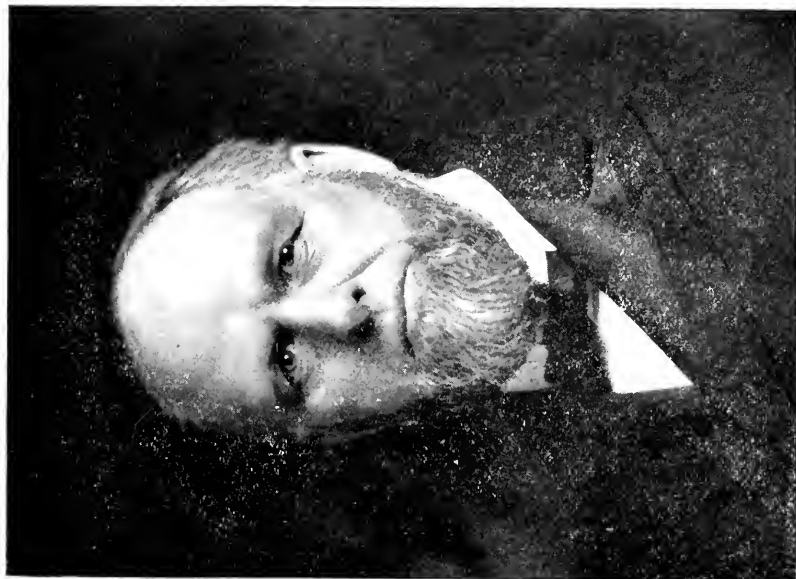
Buffalo State Normal School



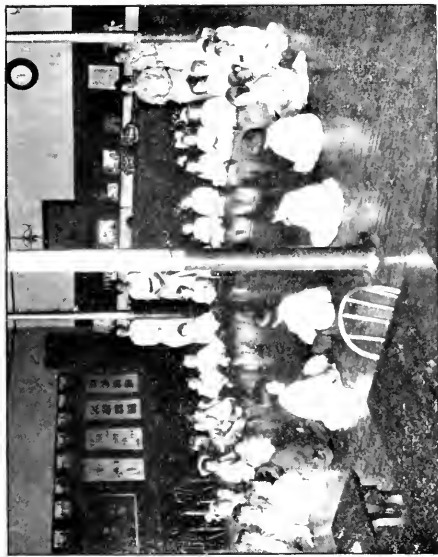
Cortland State Normal School



James H. Hoose, principal
of the Cortland State Normal School, 1869-91



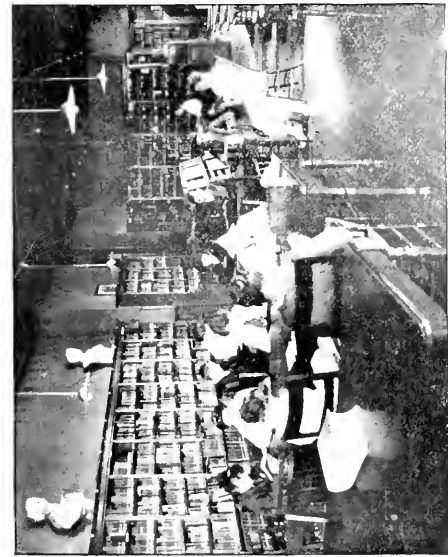
Francis J. Cheney, principal
of the Cortland State Normal School, 1891-1912



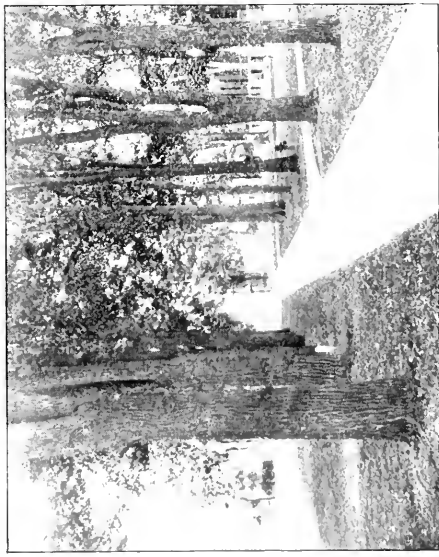
Kindergarten



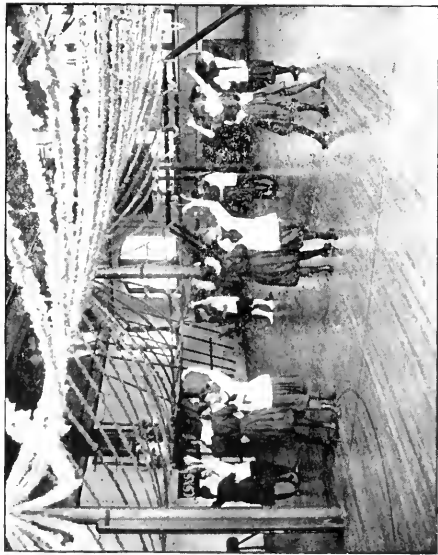
Campus, looking west



Library



Campus, looking east



Folk dancing



Drawing class



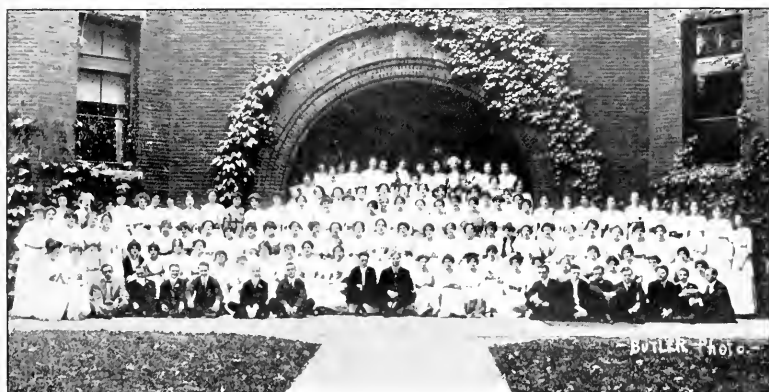
Sewing class



Cooking class



Faculty



Class of 1914
Cortland State Normal School



Harry De Witt De Groat, principal
of the Cortland State Normal School, 1912-

The choice of a site for the school was the occasion of diverse opinion and much discussion. The offer of a site on Court House hill has already been referred to. That would have been a conspicuous, sightly place, worthy of a great school and many wanted the school there. Its difficulty of access seems to have determined the rejection of that site, however, and the final decision was in favor of the old cemetery, a large lot in the rear of the academy lot on Church street, which from the early days of the village, had been used for a cemetery. It was decided to move the inhabitants of this city of the dead to a new cemetery, to add to the premises so vacated the academy lot on the Church street side and two house lots on Greenbush street side, and to build the school there. These combined plots would form grounds of between four and five acres, almost exactly in the center of the village. Church street, from which side would be the main entrance to the school grounds, was in its dimensions and from the early days of the village had been intended to be a common or public park. Along the east side of the street, the same side as this proposed site for the school, four of the churches of the village had been built in almost consecutive order, and the school grounds would lie between two of these churches. This was a weighty consideration, for a suitable environment and the right kind of atmosphere would be secured for the new institution.

The cornerstone of the building was laid September 17, 1867 and Hon. Horatio Ballard delivered the address upon that occasion.

The Superintendent of Public Instruction, Abram B. Weaver, appointed to serve as a local board of trustees, Henry S. Randall, R. Holland Duell, Frederick Hyde, Horatio Ballard, Henry Brewer, Charles C. Taylor, Norman Chamberlain, Arnold Stafford and William S. Newkirk. This board organized on December 19, 1868, electing officers as follows: president, Henry S. Randall; secretary, R. Holland Duell; treasurer, Charles C. Taylor. Standing committees were chosen on teachers, rules, building and grounds, and library and apparatus, each having three members excepting that on teachers, which had four members assigned to it in order, so it was stated, that more churches might be represented, and it was ordered that the president of the board should be ex officio a member of the teachers committee.

The board held frequent meetings during the next few months, busying itself with the selection of a faculty and arrangements for

the opening of school and finally on February 19th a notice was adopted by the board and published in the village papers to the effect that the Cortland Normal and Training School would be open for pupils on Wednesday, March 3, 1869, the term to continue twenty weeks; the school to consist of normal, academic, intermediate and primary departments, etc. and that pupils might be admitted to the various departments upon various stated conditions.

On March 3, 1869, in accordance with the announcement, the doors of the school were opened and school activities began. Cortland was at this time a village of about 3500 people. It has since become a considerable manufacturing city but at that time its importance was due to the facts that it was the county seat of Cortland county and that it was the center of an extensive and remarkably rich farming section. It is situated among the hills of central New York at a point where six valleys converge forming a basin some three miles in diameter with almost perfectly level floor excepting that in its center a sugar loaf hill, already referred to as Court House hill, rises to an elevation of about a hundred feet. No amount of praise of the beauty and healthfulness of the place would seem exaggeration to those who know it.

The man who took the leading part in the movement to secure the normal school for Cortland was, as already stated, Horatio Ballard. He was eminent as a lawyer, prominent in local and national politics, the candidate of the Democratic party for congressman and for Supreme Court judge, but unsuccessful because of Whig control of the district, a strong Union man, candidate of the Union party for Secretary of State in 1861 and elected by a majority of over one hundred thousand, public spirited, particularly interested in education, a member for many years of the board of trustees of the old Cortlandville Academy and afterwards, the normal school, one to whose energy, wisdom and unselfish efforts both of those institutions and the whole community owed much.

Henry S. Randall, first president of the local board of the normal school, scholar, author, statesman, and versatile man of affairs, was probably the most widely known man that ever lived in Cortland. He was a graduate of Union College in 1830, a favorite pupil of President Nott, student of constitutional and political history, and influential throughout the whole nation because of his books and other contributions to the discussion of public questions. Probably his best known work was the "Life of Jefferson"

to which he devoted years of his life and which our fathers ranked with Irving's "Life of Washington." He was a practical farmer, writer of many books on agriculture, one of which, on sheep breeding, Dean Bailey has recently pronounced to be still the best work extant upon that subject, one of the organizers of the State Agricultural Society and father of the first state fair held in America, one of the organizers also and the first president of the National Wool Growers Association. The foregoing list of achievements hardly begins to exhaust his title to fame. Probably among all his interests education held the first place. When a young man, back in 1841, he was one of the most active of the organizers of the Cortlandville Academy and for many years the secretary of its board of trustees. It was he who selected its library. Probably no institution ever had an unpaid officer who made greater or more intelligent efforts for its welfare. At about the same time he had accepted the office of visitor of schools in the county. Afterwards he was county superintendent of schools when that office was created and his educational writings at that time made him well known to all the educators of the day. For the most part he was kept out of public office by the fact that the Democrats were not a majority party in this section of the State, but in 1851 he was elected Secretary of State and as such was ex officio State Superintendent of Public Instruction. Such was the man who became first president of the local board of the normal school. He continued in that office until 1876 and gave to the duties of the office the same interest and energy and wisdom that characterized all his work.

R. Holland Duell, the secretary of the board and its third president, was for several terms a congressman, a judge of the county court and at one time United States commissioner of patents.

The contributions of the village of Cortland to the state normal school had by this time amounted to very nearly \$100,000. The village deeded grounds, building, and furniture to the State. In making appointments to the local board superintendent Weaver had recognized that the people of Cortland by their generous sacrifice had earned the right to have their wishes, in the matter of membership in the board, recognized. The record is that the citizens of Cortland carefully canvassed the names of those whom they desired to have upon the board and placed those names in nomination before the State Superintendent. The limits of this volume make it impossible to speak more particularly of each,

but particular mention should be made of one more of the members of this original board, Dr Frederick Hyde, who became the second president of the board. He was a man of great dignity and force, eminent in his profession, a leader of men. Throughout his life he had been particularly interested in education. The records of the old Cortlandville Academy again and again refer to the value of the lectures on anatomy and health that he freely contributed for the good of the pupils. In accepting the presidency of the board Mr Randall had held up harmony and unanimity as an aim to be sought for in its councils. His words were: "Differences of opinion may arise, but if they are discussed in a spirit of conciliation and concession we shall have little difficulty, I apprehend, in ultimately deciding every question with unanimity." The board appears to have accepted that ideal and it is a matter of record of which the board was proud that during the eight years of Mr Randall's presidency there was not a single instance of a divided vote.

The faculty appointed by the board in February 1869, and confirmed by Superintendent Weaver, was as follows: James H. Hoose, principal and teacher of didactics and moral philosophy; Norman F. Wright, ancient languages; Frank S. Capen, mathematics; Thomas B. Stowell, natural science; Martha Roe, intellectual philosophy; Helen E. M. Babcock, principal of intermediate department; Margaret Hunter, principal of primary department; Martha E. Couch, modern languages.

Doctor Hoose had been for some fifteen years prominent as a teacher. He had long been a well-known institute lecturer and for some time an institute conductor. At the time of his appointment to the Cortland post he was instructor in the theory and practice of teaching in the Brockport Normal School. That school, established under the same legislation of 1866 as the Cortland school, had begun work somewhat more than a year earlier. Doctor Hoose remained principal of the school for twenty-two years. In 1896 he became professor of pedagogy and philosophy in the University of Southern California, then a small institution with a student body of 90 and a faculty of 14 members. It has grown until now it has a student body of over one thousand, more than two hundred of whom hold the bachelor's degree. Doctor Hoose had much to do with the growth of the institution and was held in high honor there. He planned and to a large extent organized the graduate school. The department in which he was

for a number of years sole instructor has expanded into six departments with twenty instructors. In 1913 the university conferred on him the degree of LL.D. The university is now making preparation to build for university uses the James Harmon Hoose Hall of Philosophy, named in his honor and as a memorial of him. Doctor Hoose died August 31, 1915, aged eighty years.

Doctor Capen remained on the faculty until 1884 and became the first principal of the New Paltz Normal School. The traditions of his vigorous teaching are still lively in the Cortland normal. Doctor Stowell remained in the school until 1889. He then became principal of the Potsdam Normal School, which position he held for another period of twenty years. He was a pupil of Agassiz and an enthusiastic teacher. From the start he made investigation and experiment the method of instruction in his department. A room on the third floor, fitted up for a biological laboratory, is described in one of the early reports of the school as a very pleasant dissecting room and under his enthusiastic direction, no doubt it was. Miss Roe had been a teacher in the Cortlandville Academy. She became teacher of methods and superintendent of the "practicing school" in the normal school. She elaborated in great detail the methods adopted for use in the practicing school and the work was published in the report of the local board for 1870. Miss Roe remained in the school for twenty-six years.

Three normal courses were offered:

- 1 An elementary English course of two years, the first of which was devoted largely to a review of common school studies together with high school work in science, drawing and music. This was followed by a half year devoted exclusively to methods of teaching, the philosophy of education and general matters relating to school affairs, and this by another half year of actual experience in teaching in the various grades of the schools for practice under the critic teachers.

- 2 An advanced English course whose first and last years were nearly identical with the two years of the elementary English course but inserted between them a year of high school work in mathematics, science, rhetoric and literature.

- 3 A classical course of four years whose first and last years were nearly the same as the first and second of the elementary English course and containing for the rest as much as possible of a classical high school course.

These courses remained practically unchanged for many years. Certain changes in descriptive terms appear in successive circulars, such as physics for natural philosophy, psychology for intellectual philosophy, calisthenics for light gymnastics, but this was the extent of the change until 1892 when the elementary English course was suspended. At that time a scientific course was added which included the studies of the advanced English course and some work in foreign languages.

In 1900 the courses were considerably changed. The English course was lengthened to four years and made to include more of high school work as well as more professional work, and a two-year course for high school graduates was offered. These courses remained in force until 1905.

When the Cortland Normal School was organized the impression had gone abroad that graduates of some of the normal schools lacked scholarship. Cortland was to give as much scholarship as a normal school could possibly give. The local board and faculty took that obligation seriously and tried to make high standards of scholarship distinctive of the work of the school. In the report of 1870 there is a curious deliverance on the subject: "It is aimed to require good scholarship. If this is possessed by the student at entrance, it is well. If not, then it is the first business of the school to give it in amount corresponding to the requirements of the course of instruction entered. There may be good teaching without extended and comprehensive knowledge. But to educate requires exact knowledge and liberal views of life's problems. Knowledge must be exact in order that there may be wisdom. Scholarship must be extensive, in order that there may be liberality and freedom from prejudice. Wisdom and liberality must become a part of one's mental habits in order to the development of true manhood."

Discipline of the character building sort was intended to be a distinctive feature of the Cortland school in the early days. An elaborate series of propositions was forged which were to serve as the fundamental law of the school. They were published and republished and made much of. If, in the last half century, American teachers have not felt the burden of their obligations in the direction of moral training it is not the fault of Cortland.

By October 1, 1870 the number of teachers in the school had become thirteen.

The statistics of attendance, by departments, for the first term and during the second year, respectively, are as follows: normal 57,322; academic 1825; intermediate 241,346; primary 267,341. A note in the report of 1870 states that a large number of applicants for admission to the practicing school had to be rejected but that the capacity of the building for containing normal students was not yet filled.

In the fall term of 1869 Miss Mary F. Hendrick joined the faculty and remained a member for thirty-five years. During that long period her department of literature and rhetoric was one of the strong departments of the school. The great success of her students in the English and rhetorical work of the colleges that they subsequently attended testifies to the excellence of her instruction.

Among the students in attendance during the first term were some who have since become famous, among them being Alton B. Parker, Chief Justice of the Court of Appeals of New York State and Democratic candidate for the presidency in 1904, President Slocum of the Kalamazoo College, Judge Kane of Orange county, Judge Knox of Cortland county, Judge Pearne of Connecticut and Theodore H. Wickwire, who has built up a great manufacturing enterprise in Cortland.

A few names of former students who have obtained to something of fame are here given. The list might be made much longer: James McLachlan, for many years Congressman from California; John B. Calvert, editor and author; Eugene H. Porter, health commissioner of New York State; Kate M. Edwards, professor of Greek, Wellesley College; M. Belle Tillinghast, professor in Vassar College; William S. Washburne, United States civil service commissioner; David Eugene Smith, teacher of mathematics in Cortland Normal and later in Michigan State Normal College, principal of Brockport Normal, professor of mathematics at Columbia University, author and authority on history of mathematics; Nathan L. Miller, justice of the New York State Court of Appeals; Vernon P. Squires, dean of the University of North Dakota; Arthur D. Call, executive and director of the American Peace Society; Archibald L. Bouton, dean of New York University; Elmer Sperry, the inventor who has applied the gyroscope to navigation.

In 1872 Miss Clara E. Booth was graduated from the school and was appointed teacher of French and German, which position she continued to hold for thirty-eight years. Almost all the students

who have ever been in the school have been benefited by her refining and altogether wholesome influence. In 1873 Miss Sara A. Saunders, a graduate of this school, was appointed critic in the primary department. She continued in that position for twenty-two years. After 1895 she was for a period of fifteen years superintendent of the practice school at Brockport. In 1876 Dr James M. Milne became instructor in classics.

In 1880 began the trouble between the Superintendent of Public Instruction and the local board known as the Cortland case. In June of that year Superintendent Gilmour wrote to Doctor Hoose asking for his resignation. On the same date he notified the board of his action. The board responded by asking information as to the charges against Doctor Hoose. Superintendent Gilmour replied that no formal charges had been made, that he, the Superintendent, had come to the conclusion that the retirement of Doctor Hoose would promote the interests of education and of the normal schools, that he would accept the whole responsibility and that he did not propose to have the case tried before the local board. Doctor Hoose declined to submit his resignation.

Mr Gilmour on July 12th notified Doctor Hoose and the board that he had withdrawn his approval of the employment of Doctor Hoose as principal, thus terminating his connection. The board declined to concur. On August 4th the Superintendent appointed Prof. James M. Cassety of Fredonia as acting principal of the Cortland Normal School and notified each teacher to report to him as principal. The board declined to recognize Doctor Cassety as principal and proposed to Mr Gilmour to agree upon the statement of the case and submit it to the general term of the Supreme Court in order to get an early decision of the matter in dispute. For some reason there was failure to agree and on September 1st there were two principals and two groups of teachers trying to open the same school. Six of the teachers stayed by Doctor Hoose and the rest reported to Doctor Cassety as principal. Doctor Hoose had possession of the building and Doctor Cassety held the appointments of new students. On September 30th Doctor Cassety and his group temporarily gave up the fight. On October 26th Mr Gilmour applied to the special term of the Supreme Court for an order commanding the local board to terminate the employment of Doctor Hoose and to recognize Doctor Cassety as principal. The order was granted after some delay and on February 7, 1881 Doctor Cassety and his group were given possession of the school.

The board appealed to the general term of the Supreme Court which affirmed the decision of the special term. Appeal was then made to the Court of Appeals and after a considerable time a decision was handed down reversing the decisions of the lower courts and restoring the old régime. Doctor Hoose resumed the principalship April 26, 1882 and with him came back the six teachers who had stood by him in the dispute.

No one can read the records of this old dispute without feeling that everyone on either side having anything to do with it was conscious of the purest motive and sincerely believed that he was upholding the cause of right and that all on the other side were enemies of God and man. Doctor Hoose had openly and actively opposed the reelection of Superintendent Gilmour, advocating instead the candidacy of John I. Gilbert. His friends thought that Mr Gilmour was seeking revenge. This Mr Gilmour warmly denied.

The school was now approaching the era of rapid change. The last member of the original local board died in 1891. During the seventies R. Bruce Smith, James S. Squires and James C. Carmichael had been appointed to the board. In 1884 the first member of the present board, Hon. L. J. Fitzgerald, who, a few years later, was elected State Treasurer, came upon the board. In 1888 Hon. W. H. Clark, who for twenty-three years has served as president of the board, and Mr Hugh Duffey were appointed members. In 1890 Mr J. W. Suggett and Mr T. H. Wickwire, both of whom had been members of the first group of students of the school came on the board. In 1891 Hon. O. U. Kellogg and a year later Mr Salem Hyde of Syracuse and Hon. I. T. Deyo of Binghamton became members and the present board was practically complete. There has been only one change in the last twenty years. Mr Hyde has withdrawn and Hon. James M. Gilbert of Syracuse has taken his place.

There were great changes also among the faculty. In 1884 Dr David Eugene Smith, already spoken of, succeeded Doctor Capen. In 1888 Dr James M. Milne was called to the principalship of Oneonta and a year later Doctor Stowell went to his principalship at Potsdam. In 1891, on account of friction between himself and the board, Doctor Hoose's connection with the school terminated and Dr Francis J. Cheney was elected principal. Doctor Cheney had been principal at Dryden and afterwards at Kingston for eighteen years and, was, when elected to the principalship at Cortland, Regents inspector of high schools.

In 1891 the State appropriated money for an addition to the school building and the renovation of the old building. By these changes the capacity of the building was greatly increased and its sanitary arrangements greatly improved. The cost of these additions and improvements to the State was about \$115,000.

The graduating classes have not fallen below 110 since 1895. In 1898 a course for kindergartners was added to the normal and a kindergarten to the practice school.

In these later years many members of the faculty have gone on to positions of as great eminence in educational work as was the case with the mighty heroes of the earlier faculties, the most of whom, as heretofore noted, became great principals of normal schools. Among those who left their mark here as teachers and then went on to great things are: Darwin L. Bardwell, one of the superintendents in Greater New York; Welland Hendrick, of the New York training school for teachers, editor, iconoclast; J. Edward Banta, recently superintendent of schools in Binghamton; Samuel E. Weber, superintendent of schools in Scranton; Charles B. Robertson, professor in University of Pittsburgh; Layton S. Hawkins, agricultural expert in the State Department of Education.

In 1905 great changes came to the normal schools of the State and to Cortland among the rest, in consequence of the unification of the Department of Public Instruction and The University of the State of New York. The old four-year courses were abolished and possession of a high school diploma became a requisite for admission. The courses of instruction became strictly professional, two-year courses which for those possessing certain credentials and experience might be shortened to one year. The academic department became a high school strictly limited to one hundred pupils.

Under the new system there are undoubted advantages. The normal schools are no longer in an anomalous position among the schools of the State as they were before. The friction between them and the schools under Regents supervision has all disappeared. The normal schools now have their own place in the school system, a logical, intelligible place, a place of greater dignity. That there should be something of loss also was no doubt inevitable. The longer courses of the olden time made for school spirit and closer ties of friendship between the students and between students and school.

Under the old system there was always a large proportion of men in the student body who in maturity and power, though not in

academic attainment, were of the college level. Under the new system these can not enter the school and men who have had a high school diploma and are prepared for college have no inducement to enter the normal school. Men have not disappeared altogether from the normal, but to a great extent that is the case. The organization of a course designed to prepare teachers of agriculture for the village high schools of the State has within the last few years brought back a considerable number of men to the student body.

The genesis of this agricultural department was as follows: In many ways the wise educational statesman, Andrew S. Draper, entered into the history of the school both in the period 1886 to 1892 and that from 1904 to 1914. Of course Doctor Draper can not be called the originator of the movement that is going on, in other states as well as in New York, to make the public schools more responsive to the needs of modern life by contributing as much as possible to vocational education, but there is no doubt that so far as New York State is concerned he was the organizer and leader of the movement.

In his annual report for 1910, after explaining the demands for specially trained teachers that the new developments in vocational education were creating, he continued: "The ten normal schools must assume the responsibility of preparing teachers for any of the courses maintained in the elementary schools of the State. It is of vital importance to the educational interests of the State that the normal schools shall enter upon this additional work at the beginning of the ensuing year. If these institutions assume this work with the interest and outlook which its importance demands, they will enter upon a period of service to the State which has not been equaled since their organization." In response to this invitation, the normal schools have organized courses for the preparation of teachers in one and another line of vocational training.

The part in the work which Cortland applied for and received is that of preparing teachers in agriculture. The course, planned largely by Mr Layton S. Hawkins, then at the head of the science department of the school, was organized in 1911. Three classes have been graduated from this department and already it is true that more than one-fourth of all the positions of teachers of agriculture in the public schools of the State are filled by Cortland men.

Many teachers have been connected with the Cortland Normal School for long periods, some even as long as twenty years, whom

this narrative has not mentioned. That fact is no reflection upon the character of their work. They have contributed effectively with the best energies of their life to the building up of a great school.

Certainly more space ought to be given to the work of the fine, just, strong, peace-loving man who as principal guided the school out of the stormy times of the early nineties and who has more largely than anyone else contributed to its present prosperity. Doctor Cheney died suddenly in the spring of 1912. He was succeeded by Harry DeWitt DeGroat, who became principal in the fall of 1912.

The faculty of the school now number twenty-nine.

The classes graduating from the normal department are now averaging 150. Since its establishment the school has sent out 3282 graduates, all but an insignificant minority of them, as teachers into the schools of the State.

FREDONIA

Who first promulgated the suggestion that Fredonia might secure one of the six normal schools authorized by the Legislature of 1866, has been disputed. Many had supposed it was Mr Willard McKinstry, who was publishing the sessions laws in the Censor that year, and on reading the act mentioned, quietly called the attention of a number of citizens to it and suggested that action be taken. He noted that the Governor of the State, Hon. Reuben E. Fenton, was a citizen of Chautauqua county and a former student in Fredonia Academy, that the Superintendent of Public Instruction, Hon. Victor M. Rice, was also from Chautauqua county, and he said, "Now is Fredonia's opportunity." Since then it has transpired that Hon. Henry C. Lake was moved by the same considerations in the same direction, and Mr Phin M. Miller, a former student in the Fredonia Academy residing in Stockton, also took in the situation and wrote from Buffalo to Oscar W. Johnson, urging similar action. The result was a conference in the office of Hurlbut and Madison attended by nine citizens. Those present were: Hon. H. C. Lake, O. W. Johnson, A. Z. Madison, Lucius Hurlbut, Rufus Haywood, Homer T. Fuller, Albert Haywood, C. D. Hinckley, and Willard McKinstry. They decided to circulate a call for a public meeting. That call was signed by 119 citizens, and the result was a large meeting held in Concert Hall, Friday evening September 28, 1866, "to consider the establishment of a state normal school in this village."

The legislative act mentioned called for bids from all localities that might desire one of the six normal schools authorized. The cost to the village was far more than was originally expected. Other villages had assistance from their respective counties. Fredonia alone offered to donate a site and erect a suitable building, and when the state architects, Wilcox and Porter, produced their plans, it was found that an expenditure of \$100,000 was required. But not a taxpayer recanted. Although the sum was at that time a tenth of all that Fredonia possessed, the total assessed valuation of the village being only about a million dollars, and the population less than 2500, the bonds were promptly ordered after the passage of the enabling act of March 30, 1867, and the whole issue was sold to the people of the vicinity, by the efficient aid of the Fredonia National bank. Those bonds, principal and interest, were paid off in twenty years. The first local board of managers was appointed September 5, 1867. The members were: Oscar W. Johnson, George Barker, Horace White, Willard McKinstry, Almond Z. Madison, Spencer L. Bailey, Addison C. Cushing, Stephen M. Clement, Orson Stiles, Albert Hayward, Henry C. Lake, Levi L. Pratt, Simeon Savage, Lucius Hurlbut, Albert H. Judson.

The cornerstone was laid August 8, 1867, with imposing civic and masonic ceremonies. From ten to fifteen thousand people were present, and it was occasion long to be remembered.

The first local board above enumerated was composed of able and patriotic citizens, representative business men of the village and vicinity, but unfortunately they disagreed over the choice of principal, and there was unyielding contention. Finally all came to regard 15 as a number fatal to anything like unanimity; the Legislature came to the same opinion, and on February 16, 1869, passed an act abolishing all normal school boards of over thirteen, and thus, according to the quaint record of Secretary Madison, was the first local board of the Fredonia Normal and Training School very politely and gently let down, and each and all of its fifteen members suddenly became as other men.

The school was opened in the old academy building in December 1867 with Joseph A. Allen as principal. The new normal school building was not occupied until the middle of the succeeding school year. A year and a half from the time the school opened it was closed and remained closed for nearly a year. This was a result of the lack of harmony in the board above referred to.

On September 8, 1869 the school was again opened under charge of Dr J. W. Armstrong, who had acquired an excellent reputation as a teacher in the Oswego Normal School. He remained the respected principal until his death in August 1878. During the first five years of Doctor Armstrong's administration the State Superintendent, Hon. A. B. Weaver, took entire financial charge of the school, and the second local board was not appointed until March 23, 1874. Upon that date Superintendent Weaver appointed the following local board of managers: Lorenzo Morris, Philo H. Stevens, Louis McKinstry, George D. Hinckley, Charles E. Benton, Alva Colburn, Franklin Burritt.

Dr J. H. Hoose of Cortland Normal School was sent to Fredonia by Superintendent Gilmour to take charge at the beginning of the school year after the death of Doctor Armstrong, and continued until the election of Dr Francis B. Palmer, October 24, 1878. The board had requested the State Superintendent to select a principal and when, after considerable research, he named Doctor Palmer, the selection was promptly ratified unanimously. Doctor Palmer was the capable and successful head of the school for nearly twenty-eight years.

Of the destruction of our first normal school building and the loss of seven lives by the fire December 14, 1900, there is no occasion to speak at length. It was an event which will be the cause of never ending sorrow to all who were connected with the school at that time. There was \$80,000 insurance on the building and contents, and the policies were so perfectly in accord that the amount was readily collected without the aid of an adjuster.

For a time the question of rebuilding was an anxious one, as other localities openly manifested a desire to secure the school. But this question was happily settled for Fredonia through the strong support of Hon. Samuel Fredrick Nixon, who was then Speaker of the Assembly, and the cooperation of Frank W. Higgins, State Senator, and the kindly interest of Hon. Charles R. Skinner, Superintendent of Public Instruction.

State Architect G. L. Heins came to Fredonia and consulted Doctor Palmer as to plans for a new building. He made every effort to please in convenient arrangement and size of rooms. The exterior of the building was the creation of the architect, and since its completion, its massive and imposing appearance has met with general approval.

The following interview with the Governor, reported by one who was present, is of general interest. Hon. Louis McKinstry, Speaker Nixon, Senator Higgins, Superintendent Skinner and Architect Heins went to interview Governor Odell. Mr Heins spread his plans on the table and explained them. "How much will it cost?" asked the Governor. The architect stated the amount required, "Could you get along with less?" "Not and give them such a building as they ought to have," replied Mr Heins. "I can cut down the plans and make a cheaper building," he added, "but this building will cost \$250,000, and this is the building I would like to place there," "All right," said the Governor, "go ahead and introduce your bill for the amount." As we came away, says the reporter, Superintendent Skinner impressively remarked, "Gentlemen, that is the largest appropriation ever made by the State of New York for a school building." Governor Odell signed the bill March 1, 1901, appropriating \$170,000 in addition to the insurance money, making \$250,000 in all. Thus was secured the necessary approval for the new, fireproof, up-to-date building.

A part of the school was moved into the new home in April, 1903. The dedication occurred June 29, 1903. The occasion was made impressive by the exercises indicated in the following program:

- 1 Music—The Recessional*Kipling-DeKoven*
MASONIAN SOCIETY
- 2 Prayer.....REV. E. P. CLEVELAND
- 3 Welcome.....ARTHUR R. MOORE, Secretary Local Board
- 4 History of the School.....HON. LOUIS MCKINSTRY
- 5 Dedication Address.....HON. CHARLES R. SKINNER,
Superintendent of Public Instruction
- 6 Music—Tarantelle (Venezia e Napoli).....*Fr. Liszt*
JESSIE E. HILLMAN
- 7 Address—The Alumni.....JAMES H. MCGRAW
- 8 Address—The State Normal Schools
PRINCIPAL JAMES M. CASSETY
- 9 Music—Selected.....MRS LOUISE R. HUMPHSTONE
- 10 Address.....HON. S. FRED NIXON
- 11 Music—America

In 1905 the school was reorganized, the normal department becoming a strictly professional school and the old academic department becoming a modern high school.

In June, 1906, Dr F. B. Palmer resigned as principal, and within a short time thereafter Vice Principal Myron T. Dana was made principal.

In 1907 the gymnasium was enlarged and further equipped at a cost of about \$10,000. At the same time the rooms previously occupied by the kindergarten were furnished for the reference library which had outgrown the smaller room that it had occupied since the completion of the new building. Other important changes have since been made in the building required because of the larger registration and the new courses established.

The Elizabeth Richardson Memorial Library was given by the alumni of the school as the most fitting expression of their love for and gratitude to Miss Elizabeth Richardson, who was a teacher from the beginning of the school until her tragic death in 1894.

After the burning of the first building the memorial library was much enlarged through the generosity of James H. McGraw who duplicated the gifts of all the other alumni. It has since been increased from time to time by other generous friends. The library now contains about 1000 volumes, consisting of books on history and pedagogy — subjects which Miss Richardson taught in the school.

Since 1907 two new courses have been offered, namely, a public school music course and a public school drawing course. The school now maintains five professional courses.

The training school consists of a kindergarten and eight grades limited to forty pupils for each grade. The pupils are admitted in the order of application from the village and vicinity. That the work of the training school is highly satisfactory to the patrons is apparent from the fact that when vacancies occur they are readily filled from a long waiting list.

In addition to the work of the classroom, the school has contributed in large measure to the intellectual, social and religious life of the community. Through its efforts not only the students but also the citizens of the village and vicinity have enjoyed the best lectures and concerts to be secured. The normal school has done much to make Fredonia a center of musical talent and appreciation seldom equaled.

Since its organization many changes have occurred in the teaching force, but fortunately the work has invariably been in the hands of a capable, loyal and enthusiastic faculty. The cordial relations existing between the normal school and the other schools of



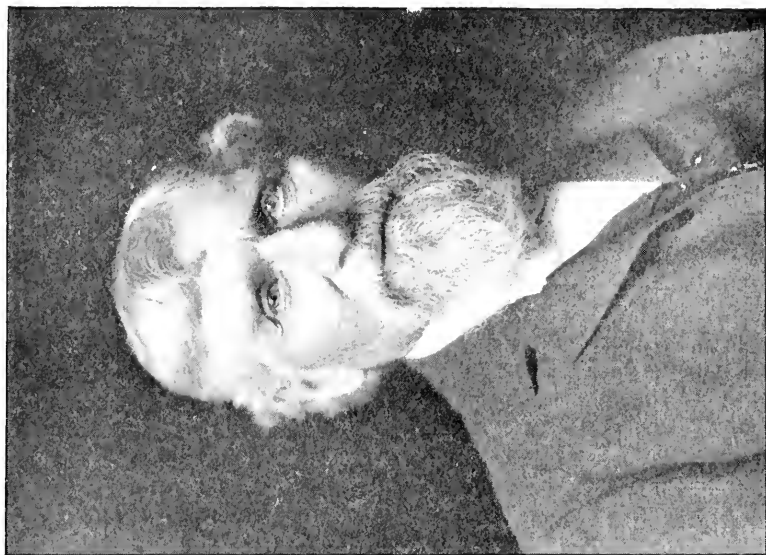
Fredonia State Normal School



Old building of the Fredonia State Normal School



J. W. Armstrong, principal
of the Fredonia State Normal School, 1869-78



Francis B. Palmer, principal
of the Fredonia State Normal School, 1878-1906



Myron T. Dana, principal of the Fredonia State Normal School, 1906-

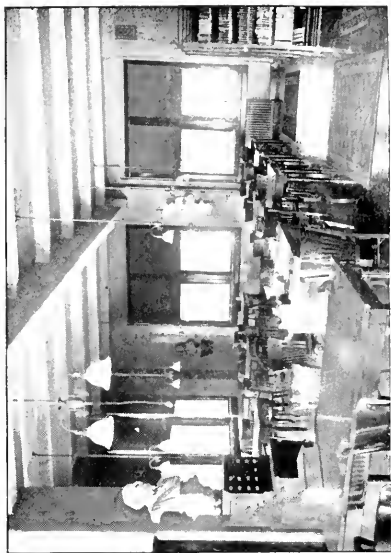
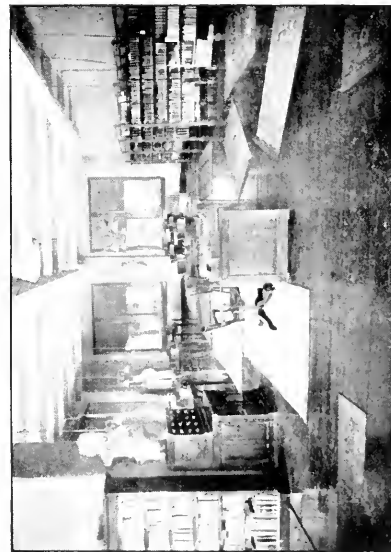


Students



Faculty

Fredonia State Normal School



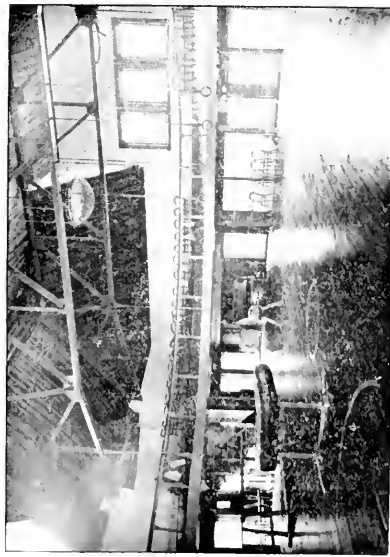
Fredonia State Normal School



Military drill



Military drill



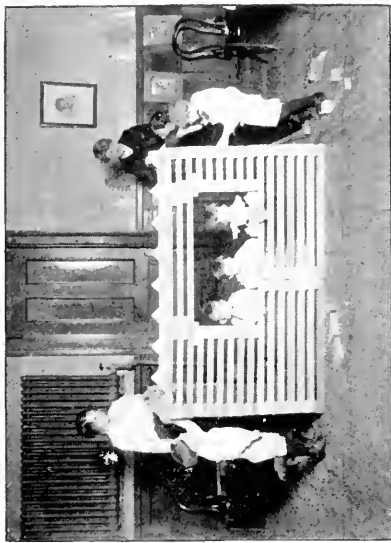
Gymnasium



Manual training



Kindergarten



Kindergarten



First grade



Dramatizing a story



Genesee State Normal School



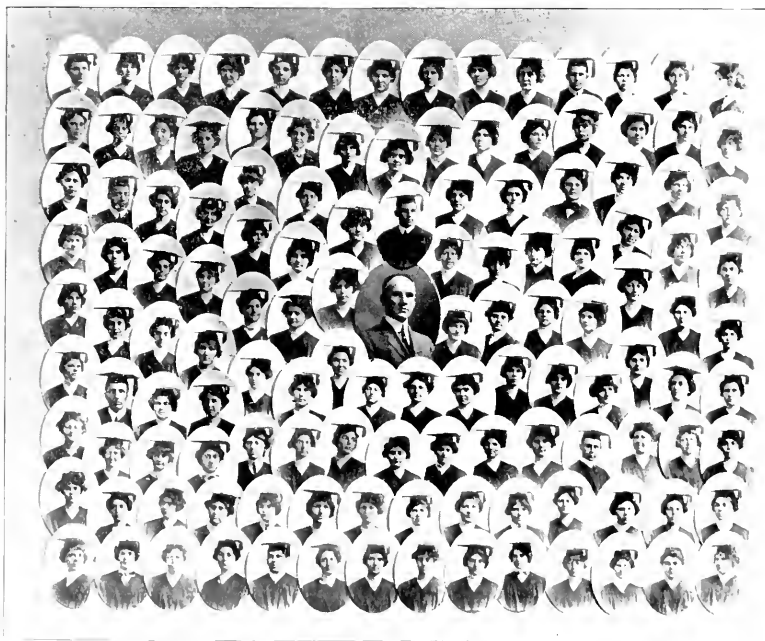
John M. Milne, principal
of the Genesee State Normal School, 1889-1905



James V. Sturges, principal
of the Genesee State Normal School, 1905-



Faculty, 1914-15



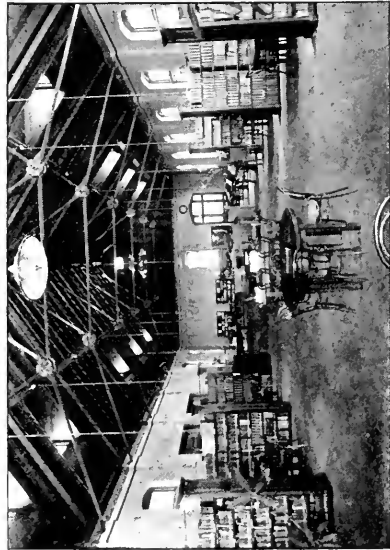
Class of 1914
Geneseo State Normal School



Gymnasium



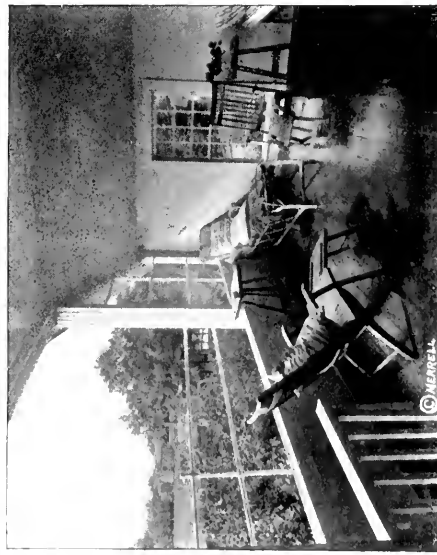
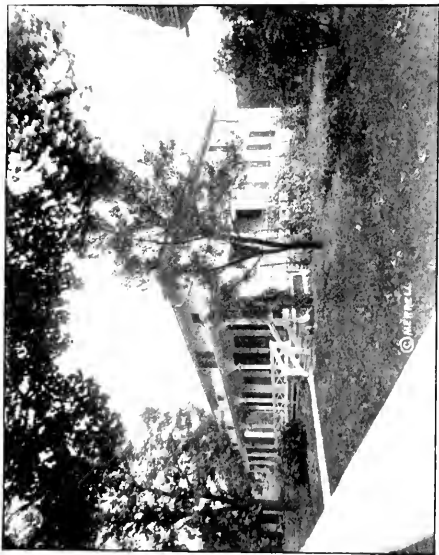
Swimming tank



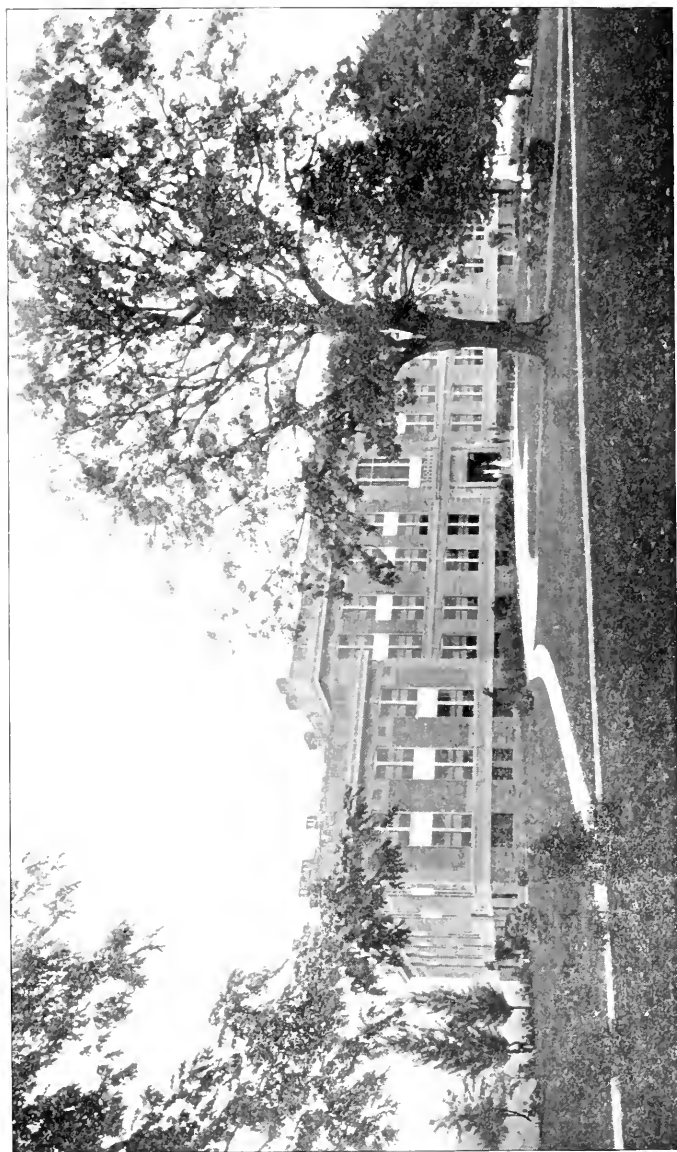
Library



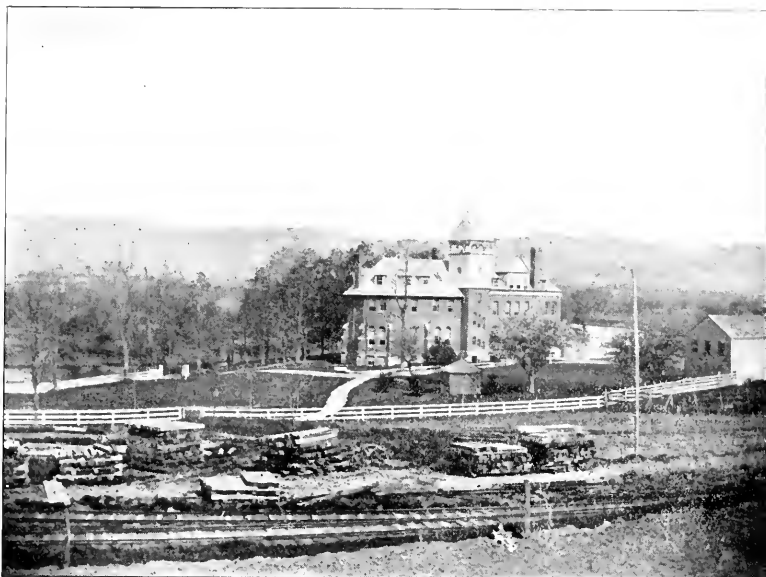
Domestic science room



Elizabeth Wadsworth Nursing Home, Genesee State Normal School



New Paltz State Normal School



New Paltz Academy. Erected in 1885-86. Turned over to the State and opened for normal school purposes in 1886



New Paltz Academy building as enlarged for normal school purposes



The kindergarten of the New Paltz State Normal School



Eugene Bouton, principal
of the New Paltz State Normal School, 1886-87



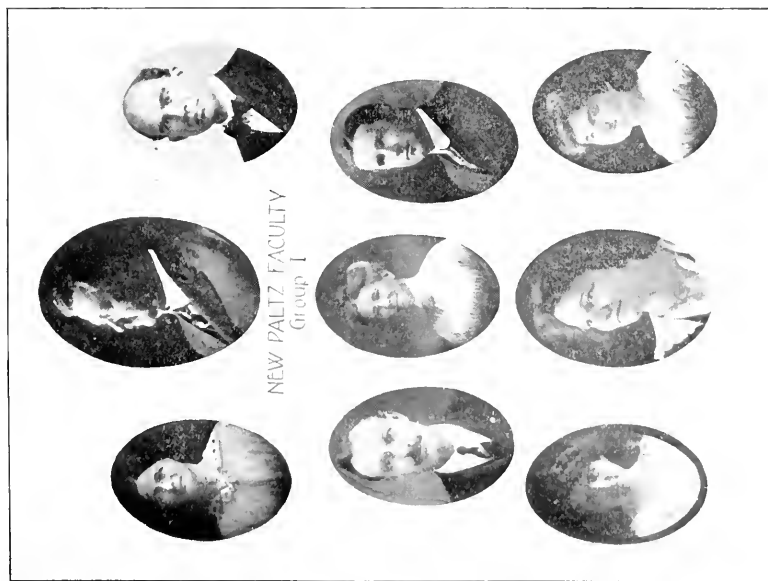
Frank S. Capen, principal
of the New Paltz State Normal School, 1888-08



Myron T. Seukler, principal
of the New Paltz State Normal School, 1899-1908



John C. Bliss, principal
of the New Paltz State Normal School, 1908-



Faculty of the New Paltz State Normal School



Playground



Shop work



Gymnasium



Cooking class

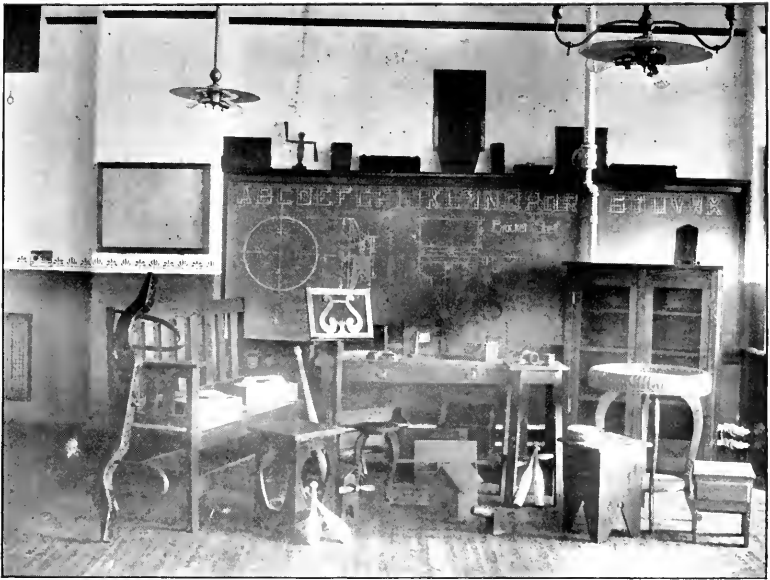


Exhibit of wood work

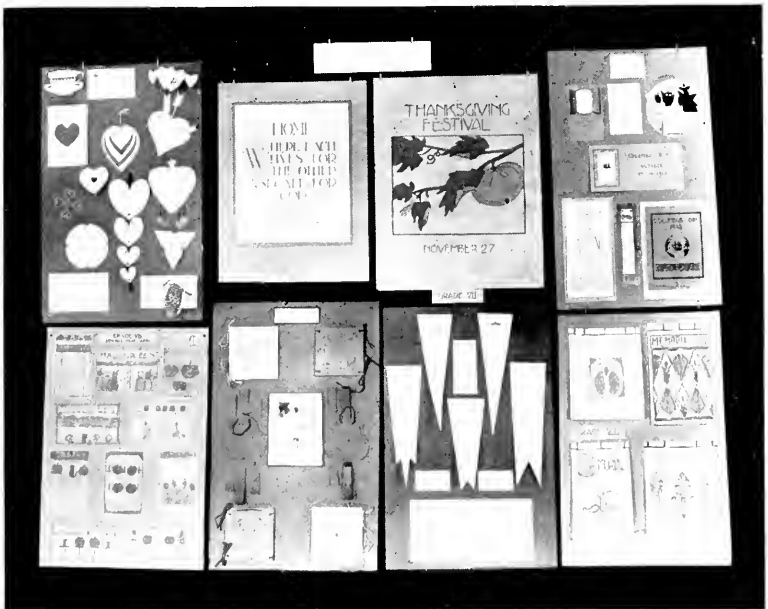
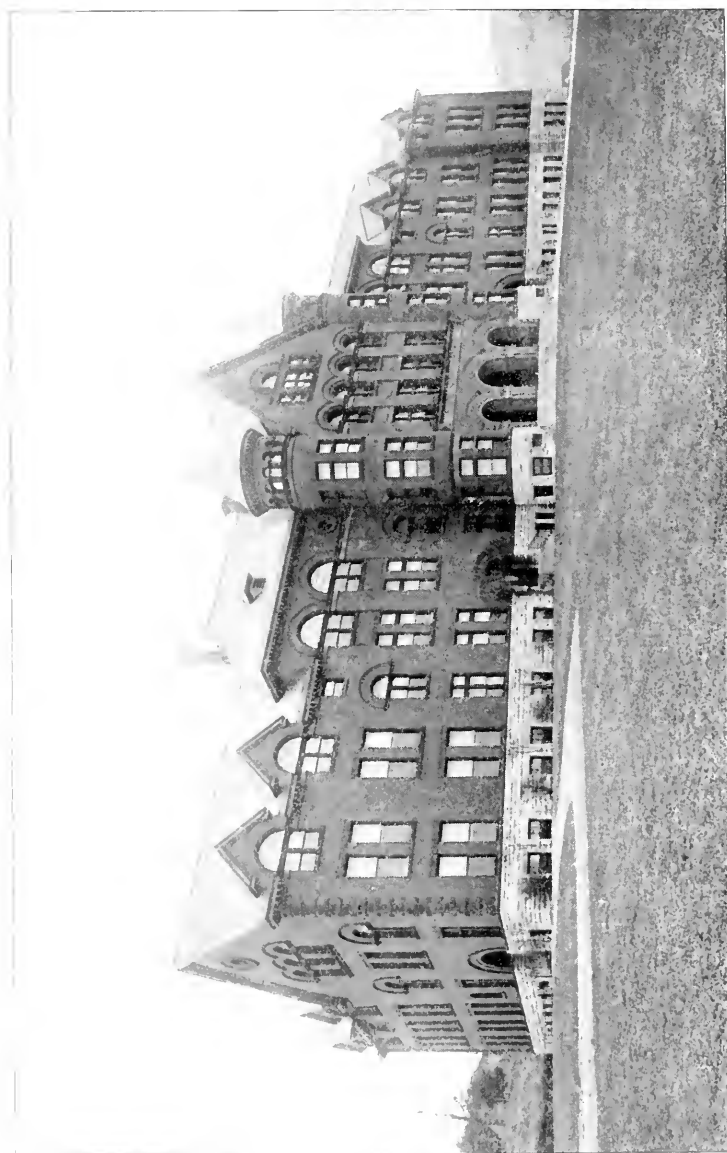


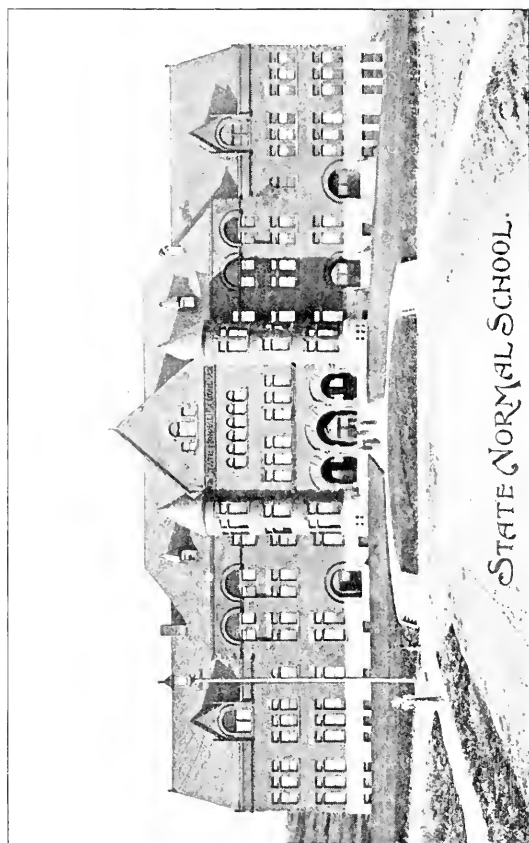
Exhibit of work of class in design
New Paltz State Normal School



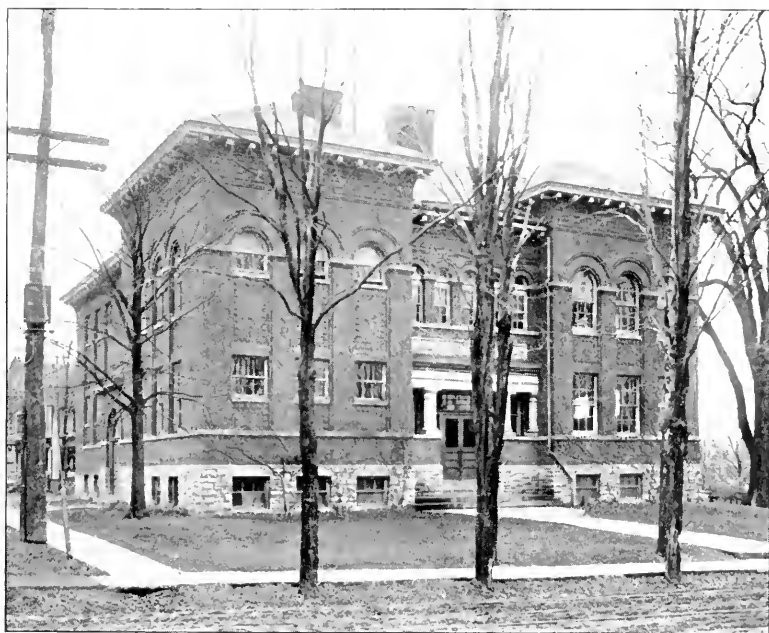
Exhibit of pupils' work at the New Paltz State Normal School



Oneonta State Normal School



Building of Oneonta State Normal School burned in 1894



Center Street Practice School of the Oneonta State Normal School



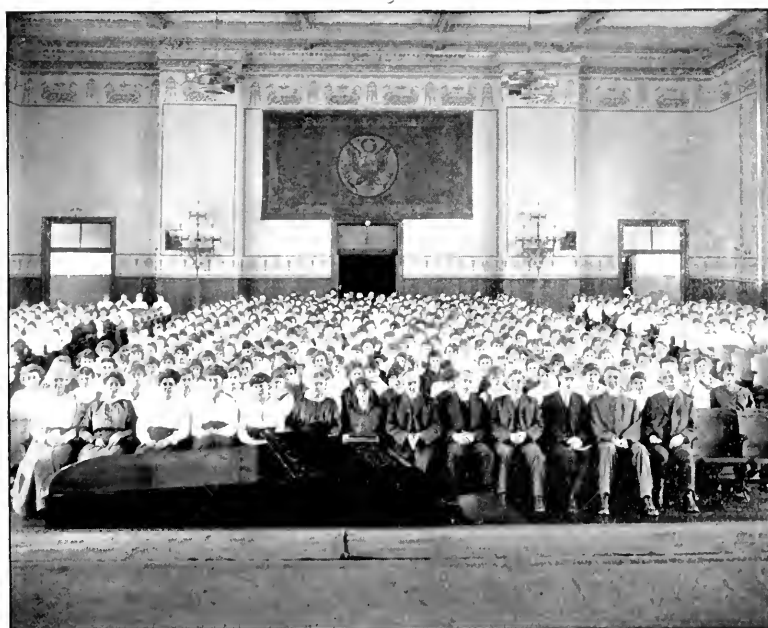
James M. Milne, principal
of the Onconia State Normal School, 1889-98



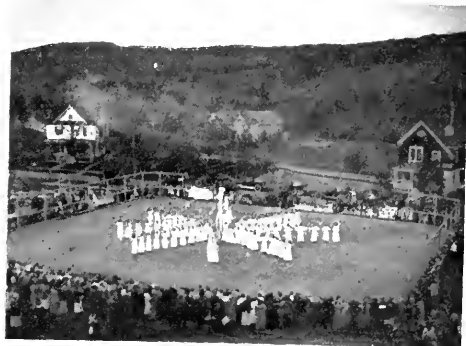
Percy I. Bugbee, principal
of the Onconia State Normal School, 1898-



Faculty



General assembly
Ononta State Normal School



May day fete at the Oneonta State Normal School



Cast of the opera " Martha "



Senior class, 1914
Oneonta State Normal School



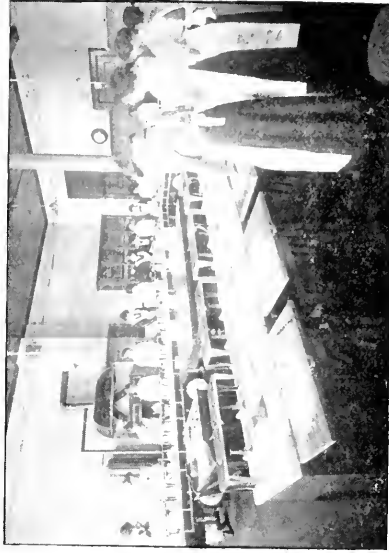
The office



The library

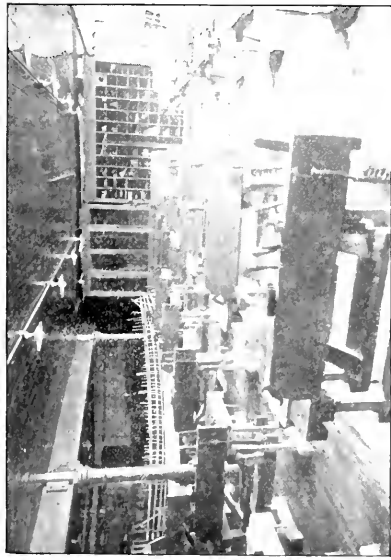


Kindergarten

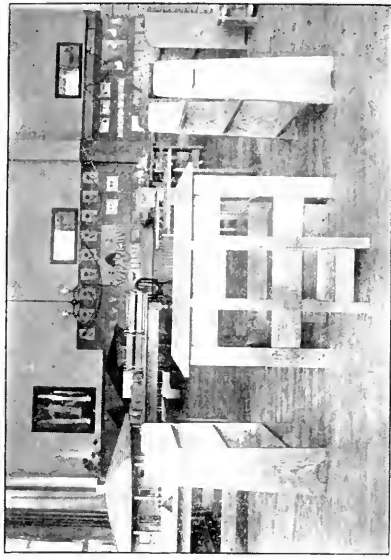


Domestic science

Ononta State Normal School



Manual training shop



Manual training work



Manual training work



Manual training, grades 7 and 8



Oneonta State Normal School: handwork of pupils

western New York have done much to strengthen its influence and extend its usefulness.

The present registration and the reported success of the graduates tend to prove that results are justifying the organization and maintenance of the Fredonia Normal School.

GENESEO

Chapter 195 of the Laws of 1867 specifically located and authorized the establishment of a state normal school at Geneseo, and under such act at a special town meeting held September 24, 1867, by a vote of 32 against and 176 for, the sum of \$45,000 was voted for the establishment of a state normal school at Geneseo, N. Y. On June 9, 1868, at a special village meeting to vote upon a like question, \$15,000 was voted by 72 ayes to 5 nays. Ten thousand dollars additional was turned over from a school fund established by James Wadsworth, the object for which it was given having ceased to exist, thus making in all \$70,000 which was used as follows: \$68,000 for the erection of the original building and \$2000 for the site. Col. John Rorbach, James S. Orton and Craig W. Wadsworth, commissioners, conveyed this site to the State April 7, 1871, for a consideration of one dollar. The Legislature of 1870 in expectation that the school would be in operation the fall of that year appropriated \$18,000 for maintenance, but as the building was not ready, by the Legislature of 1871 this appropriation was paid over to the building commission for uses of construction, etc. Thus the total expenses of the school at its organization September 13, 1871, was \$88,000.

The establishment of a state normal school at Geneseo is thus briefly stated, but securing its location was no brief or easy matter. In 1866, when four such schools were established, Geneseo was perfectly confident one would be there located, but an overnight conference changed a vote and disappointment was the result. This was not all, for a bitter fight against the projectors of the school for personal, political and sectarian antagonisms, had to be overcome. It is but just to mention the names of some of the men who had a prominent part in its erection and from an address delivered by Col. John Rorbach on the twenty-fifth anniversary of the opening, are found the following named citizens of Geneseo: Solomon Hubbard, A. J. Abbott, Gen. James Wood, Col. J. R. Strang, Dr D. H. Bissell, Dr W. E. Lauderdale, L. L. Doty, Charles F. and James W. Wadsworth, James S. Orton, the Rev. George P. Folsom, J. B. Adams, Nelson Jones, Charles F. Doty,

T. F. Olmsted and John O. Vanderbilt. In the same address occurs the following: "From the very inception of the movement to secure the establishment here of this school, until its culmination, William A. Brodie with the late patriotic and whole-souled, public-spirited Col. Craig W. Wadsworth, made up two of the few — indeed it would not be wrong, if I put it, of two of the three individuals — without whose enthusiastic, persistent and efficient services this great school would never have assisted to make up so much pride and prosperity and glory for our beautiful village." Colonel Rorbach's modesty prevented his naming himself as the other member of the trio.

The first local board was composed of the following gentlemen: Hon. Scott Lord, Dr W. E. Lauderdale, Hezekiah Allen, Gen. James Wood, Hon. S. Hubbard, Hon. J. W. Wadsworth, Daniel Bigelow, A. J. Abbott, Col. John Rorbach.

The school opened September 13, 1871, with its chosen faculty all present, and with a first attendance of pupils exceeding expectations. The following composed the faculty: William J. Milne, principal; Jerome Allen, professor of natural sciences; R. A. Waterbury, professor of mathematics; J. B. Gorham, teacher of penmanship and mathematics; Helen Roby, preceptress and teacher of rhetoric and composition; Nancy L. VanHusen, teacher of elementary methods; Emma S. McMaster, teacher of geography and grammar; Mrs Sara F. Fletcher, principal of intermediate department; Delia Vanderbilt, critic and assistant in intermediate department; Gloria F. Bennett, principal of primary department; Delia Day, critic and assistant in primary department; M. E. Parks, teacher of vocal music; Lizzie Killip, teacher of instrumental music.

The selection of William J. Milne as principal was a wise one on the part of the local board, for he proved an able organizer as well as a great educator and the impress made on the school by the man remains with it today. He remained as principal until October 1889, when he resigned to accept the presidency of the State Normal College at Albany, where he remained until his death in September 1914. The first graduating class numbered five and was known as the two D's and three W's. They were five young men, students in the Brockport Normal School, where Doctor Milne was teaching when called to Geneseo, and followed him to complete their course. It is interesting to know that all these men became teachers: Professor Dana as a teacher in the Fredonia

Normal School; Professor Welles as teacher of Latin and Greek in the Geneseo Normal School where he served from 1889 until his resignation in 1913; Professor Wilkinson in various district and high schools made an excellent reputation; Professor Winne for a time was a teacher of mathematics in the Geneseo Normal; and Mr Drake after teaching several years became a member of the local board of the Brockport Normal School. In the second class graduated appears the name of James M. Milne (no relative of W. J. Milne) who became principal of the Oneonta Normal School and was widely known as an educator. Thus at the very outset the Geneseo Normal School began to turn out high-grade teachers and it has ever maintained that reputation.

Upon the resignation of Dr William J. Milne as principal, Dr John M. Milne, his brother, was unanimously chosen his successor and until his death he maintained the high standard which his brother had established for the school. His work as an educator is well known. Failing health demanded rest for Dr John M. Milne and for a full year Dr H. J. Schmitz was acting principal. On the death of Doctor Milne in February 1905, Dr James V. Sturges was elected principal and has remained as such to the present time. He has maintained the high standard of the school and graduates.

It is not alone because of the eminent educator who has been at the head of the school, or to the high standard of teachers graduating therefrom that it well and favorably known throughout the State, but also because of its fine equipment and the completeness of the plant itself. The cost of the original buildings and equipment, at the time of its opening, amounted to \$88,000.

In 1875-76 the Normal Hall was erected and finished at a cost of upwards of \$25,000. Ten years later, 1886, more room was absolutely necessary and an appropriation of \$25,000 was made by the Legislature to erect a building for a school of practice or training department, which is an up-to-date building today. Here again the interest of the people in the school was manifested by cheerfully contributing nearly \$1000 for some changes Doctor Milne wished, which could not be made within the appropriation. In this connection it is well to note that from courses of lectures, entertainments and contributions over \$10,000 has been raised and used in the equipment and adornment of various parts of the building.

In 1895 a further appropriation of \$75,000 was secured and a three-story addition was erected, the first floor being used as a

gymnasium, the second for classrooms and study hall, and the upper story for the science department, a splendid addition to the plant. At the same time the heating plant was removed from the buildings to the west and installed in a building erected for that purpose.

Dr John M. Milne had long been desirous of having a separate building erected for a library and reference study hall, and in 1903 an appropriation of \$25,000 was made by the Legislature for that purpose and a fine structure with the most modern equipment was the result. In the basement of the library building is a swimming pool, one of the most attractive features of the school. This has been referred to as a monument to its originator, and no mean monument it is for it is one of the most useful and attractive departments of the school.

When Dr James V. Sturges came to the school as principal he had a vision of the possibilities of the library, not alone as to its equipment and attractions, but as a professional part of the normal, and that he might carry out his plans an appropriation of \$16,000 was secured in 1910 and the building enlarged so the Geneseo normal library is widely known and the work done in training in the knowledge of books which every teacher should know is now a marked feature of the school. Reference is made to the library being a monument, and in this connection it may well be said that the school itself is a monument to Dr William J. Milne, its first principal, and it will ever remain as such. Dr John M. Milne is also entitled to much credit in the making of the school for he labored in harmony with his brother and made the language department second to none in the State, and as principal following his brother made his mark as an educator.

Of the present principal, still in the work, it is early to speak about monuments, but the broadening out of the school under his lead — kindergarten, library work, manual training and domestic science — will be sufficient monument.

By chapter 372, Laws of 1890, the corporation so honorably known for so many years as the Geneseo Academy, was dissolved and its trustees were ordered to account for this fund, and after payment of all expenses, etc., they were directed to pay over the balance of the same to the treasurer of Livingston county, to be by him properly invested, the income thereof to be paid over to the local board of the normal school. This income, the law provides "shall be used as may be directed by said local board, in

aid of worthy and needy students, who may attend the said Geneseo Normal and Training School, preference being given to children of the clergy of the Presbyterian Church, said fund having been raised by subscriptions from members of said church." The original fund was \$8190.39 and from its income many worthy students have been helped.

Through the kindness of Mrs William Austin Wadsworth, of Geneseo, a nursing home was recently opened to the professional students of the normal school. The home is in charge of a matron, and a graduate nurse is in constant attendance. Students temporarily incapacitated for work due to sudden illness or accident, or those who are in need of rest and special treatment for a few days, are welcomed to the home and receive the best of care while still continuing their work in class. Mrs Wadsworth has equipped the home with the most approved facilities for the proper care of its patients. It has two splendidly equipped wards, two emergency rooms, and a sun room for day use which at night is used as an outdoor sleeping porch. The home is free to all students of professional courses.

During its life the school has graduated 3973, of whom a very large proportion have become teachers, for a time at least, and many have made teaching their life work. There has always been the heartiest accord between the local board and the principals in the management of the school and friction has never been known.

It is not out of place to refer to Hon. Otto Kelsey, a member of the local board of this school, who for a number of years was the representative in the Assembly from Livingston county, and who, knowing the needs of the school, was able so to present them to the Legislature that appropriations were secured without the usual delays. Mr Kelsey is entitled to the gratitude of his constituents for this work so well done, but it is more to his credit and he is entitled to the gratitude of the broader constituency of the whole State for it that no appropriation was sought or obtained by him for the school that was not a needed one.

Another personal reference is allowable. In 1876 Mr L. C. Morey, a war veteran, was made janitor of the buildings and continued as such until his resignation in the summer of 1914, a continuous service of nearly forty years. It was remarked by state officials, inspectors and other visitors to the buildings that they were kept in an ideal condition and he was often referred to as the owner of the buildings and high chancellor of the school.

The presidents of the local board have been Gen. James Wood, Dr Walter E. Lauderdale, Hon. Solomon Hubbard and William A. Brodie.

The present faculty is as follows: James V. Sturges, principal; W. Fowler Bucke, Reuben L. Countryman, Guy A. Bailey, Ambrose A. Clegg, Edgar S. Barnes, Lucy R. Buell, Lydia I. Jones, Ida M. Hemans, Hazel Kilian, Christabel Abbott, M. Louise Russell, Georgia H. Reeve, Ruth M. Bailey, Carol M. Holland, Margaret W. Parker, Ethel M. Bristol, Salome K. Beckwith, J. Elmer Zearfoss, Carlene Barrett, R. Sylvia Rogers, Katherine Collins, Edna Browning Cook, Mary A. Thomas, Edna L. Hotaling, M. Genevieve Bailey, Kathleen A. Phillip, Kate C. Algic, Katherine B. Rose, Martha P. Porter, Mildred A. Sleight, Elizabeth J. Burlingame, Mary D. Davis, Hazel Hopper, Pauline Goler. The local board is as follows: William A. Brodie, president, Hon. Lockwood R. Doty, Lloyd W. Crossett, George B. Adams, Frank K. Cook, Hon. Otto Kelsey, Dr Walter E. Lauderdale, Hon. James W. Wadsworth, Maj. William A. Wadsworth.

NEW PALTZ

The genesis of the New Paltz Normal School is undoubtedly to be found in the character of the first settlers of New Paltz. Those sturdy champions of liberty and truth, the Huguenots, fleeing from France to the Palatinate, and from the Palatinate to America, set up here the institutions in support of which they had sacrificed everything but life in their native land.

In 1678 the twelve patentees settled on the banks of the Wallkill, and named the community New Paltz. In 1689, just eleven years later, formal steps were taken to establish a permanent school. In the library of the present normal school is a copy of a deed of gift, whereby the patentees convey to Jean Cottin, the schoolmaster, a house and lot, and give him permission "to cut wood convenient to his purpose for building and he is given the pasturage for two cows and their calves and a mare and colt." It is also clearly stated in the deed "and we are not to keep said Cottin as schoolmaster longer than we think fit and proper." From which it may be inferred that even then, in the hazy days of our history, the question of tenure was a live one—for the community as well as for the teacher. In the records of 1700 may be seen a letter of recommendation written for Jean Tebenin, commending his work as a

teacher for four years in New Paltz. When Tebenin, the schoolmaster, died he left his property to the church, with the request that his Bible be sold for the benefit of the poor if ever the French language should die out. But French schoolmasters were few and they became fewer with the years.

The educational light never faltered or went out at New Paltz, but in time the French tongue gave place to that of Holland and this in turn to that of England. The church and the school, however, continued without a break. In 1812 a stone school building was erected, and is still standing in the village. In 1828 a classical school was organized for the better education of the young people and in 1833 the New Paltz Academy was erected. The academy became exceedingly prosperous, drawing from many distant sections as well as from the home region, and in 1840 the building was considerably enlarged. Early in 1884 the building burned. The loss was heavy for the little village but the old indomitable spirit prevailed and in a few months a new building stood on the old site, larger and better than ever before.

About this time there was much educational unrest in southern New York because of the fact that all the normal schools were so far distant. Although the lower Hudson valley was the most thickly settled part of the State, yet all the schools for preparing teachers were in the central and western part. The demand became insistent for a local school. It was recognized by men throughout the State that such a school should be established but there was no agreement as to the site. The board of trustees of the New Paltz Academy was quick to seize the opportunity and to take steps to convert the academy into a normal school, rightly thinking that thereby the usefulness of the old school would be greatly extended. Ralph LeFevre, president of the board, and Henry A. Balcom, principal of the school, were authorized January 22, 1885 to take up the matter with the proper authorities in Albany. In this preliminary work, they were greatly assisted by General George H. Sharpe and Captain T. H. Tremper of Kingston. William Ruggles, at that time State Superintendent of Public Instruction, was opposed to normal schools in general and he became very antagonistic to the New Paltz proposition. Thomas E. Benedict of Ellenville, Deputy State Comptroller, and James Graham of Newburgh did much to arouse interest in the project in their respective communities. The old academy had drawn from a wide section of territory and a host of alumni came to its support. Petitions were

sent to Albany from all the larger towns and cities in southeastern New York, and the movement for the school steadily grew.

The normal school bill as introduced proposed that a committee be appointed with the power to accept proposals for the location of a state normal and training school with an academic department at New Paltz. The commission was to consist of the Secretary of State, the State Comptroller, the State Treasurer and the State Superintendent of Public Instruction. The bill was introduced in the Assembly by C. A. J. Hardenbergh of Ulster county and was referred to the education committee of which Charles Baker of Steuben county was chairman. Mr Baker was a personal friend of Doctor Balcom, the principal of the school, which was considered fortunate. In the Senate the bill was introduced by John VanSchoick of Schoharie and was referred to the literary committee of which John I. Gilbert of St Lawrence county was chairman. Mr Gilbert was in favor of another normal school in the lower part of the State, but was not committed to any particular locality.

At the Senate hearing on the bill, Senator Henry R. Low of Middletown was present and favored the general proposition as to a normal school but was anxious to have the school located in his district at Liberty where the Liberty Normal Institute was leading a rather uncertain life. Many Kingston people were anxious that the school should be located in Kingston. However, the fight was carried on vigorously by the Ulster county assemblyman, C. A. J. Hardenbergh, Captain R. A. Snyder, Assemblyman (now Judge) G. D. B. Hasbrouck, and by Senator VanSchoick. Very material assistance was given by Judge Alton B. Parker, General Sharpe, William M. Hayes, and Dr Jacob D. Wurts. John A. Sleicher, editor of the Albany Journal, warmly espoused the bill and his editorials on the subject were very helpful. At last the bill passed the Legislature and was presented by Doctor Wurts and Judge Parker to Governor Hill, who promptly signed it.

The latter part of June the commission met at New Paltz to look over the property and to consider the proposition of the board. There were present the Secretary of State, the Comptroller, the Treasurer, the Attorney General, and the superintendent of Public Instruction. Governor David B. Hill, Lieutenant Governor Carr, John A. Sleicher and a number of other well-known persons attended the meeting. After the school property had been inspected the whole party became the guests of Albert K. Smiley at Mohonk.

Later the commission met again in Albany and in spite of the opposition of Superintendent Ruggles the New Paltz proposition was accepted by the State. Governor Hill appointed as the first local board the following gentlemen: Charles W. Deyo, Solomon Deyo, J. J. Hasbrouck, Lambert Jenkins, Jacob LeFevre, Alton B. Parker, George H. Sharpe, Albert K. Smiley, Jacob D. Wurts. The board organized with Albert K. Smiley as president, Solomon Deyo, secretary, and Charles W. Deyo, treasurer.

The first term of the new normal school began February 15, 1886, with a provisional organization. Under date of August 5, 1886, Andrew S. Draper, then Superintendent of Public Instruction, issued a letter to the superintendents and other school officers of the State announcing the opening of the New Paltz State Normal School. The faculty consisted of ten persons with Dr Eugene Bouton as principal. Several of this small faculty have since become prominent in educational work. The resources of the school were of course limited, but this was made up in enthusiasm and energy. Those who had been interested in the old academy rallied to the support of the new school. The first year the number of students in all departments was 89. Two years later the faculty numbered eighteen and the number of students in the academic and professional courses was 171. It soon became evident that the village school would be necessary if a suitable practice department were to be had, and accordingly legislation was obtained putting the village school system under the control of the local board of the normal school. The academy building and the village school building soon proved inadequate and the State provided for an additional building, which afterwards became known as the main building. This was a large building, modern in every sense, complete in all its arrangements and furnished a beautiful as well as commodious home for the school. In September 1888, Dr Frank S. Capen became principal. For many years he had been a teacher of mathematics at the Cortland Normal School. He was well fitted by temperament as well as by training for the management of a large school and his administration, covering eleven years, was a decided success. The building, enlarged as it had been, became altogether too small to accommodate the school, but just at this time the course of study was lengthened, so that under the new conditions the accommodations again became adequate. Many changes were accomplished in the reorganization and management of the school. The instruction of children in the grades was

placed more largely in the hands of pupil-teachers under the supervision of trained teachers. Instruction in academic subjects and in professional subjects was differentiated to a considerable extent and the school became more truly a professional school. Doctor Capen was especially strong in school administration and did much to impress the idea of teaching as a business as well as profession on the minds of those who came under his influence.

In 1899 Myron T. Scudder became principal of the school. It was at the period when men were giving more attention to domestic science, manual training, the kindergarten, physical training and to the newer ways of teaching the old subjects. Mr Scudder was an enthusiast and threw himself whole-heartedly into the task of bringing the school fully abreast of the latest ideas. A kindergarten was established. Courses in domestic science and manual training were added and teachers were secured who were thoroughly familiar with the new pedagogy, as it was called. Mr Scudder believed in the utmost freedom of the individual and established a school city which practically managed the ordinary affairs of the student life. More than this, Mr Scudder was the main factor in establishing the Country School Athletic League of Ulster county for the purpose of developing in the children a desire for play and outdoor exercise of all sorts, and for bringing together parents, teachers and pupils for outdoor enjoyment. This play festival and field day have been continued to the present time. It is a unique institution, drawing the normal students out into the rural schools where they may demonstrate what they have learned, and bringing pupils and parents to the normal school for inspiration, for social gathering and for unrestrained joy in outdoor sports. When the Cuban Government provided for the education of some of the native girls in American schools, seventy-five of these girls were sent to New Paltz where they made a good record in spite of the many natural handicaps under which they labored.

At Easter time, in 1906, the school building burned and the students returned from their Easter vacation to find nothing but a scene of desolation. Within two days, however, work was going on as usual though under conditions that were anything but usual. For two years and a half the school work was carried on in stores, churches, and shops, while the authorities at Albany argued first whether there should be another building and secondly if there were to be a new building whether it should be located in New Paltz. The State Education Department took the position that there were

enough normal schools in the State even without New Paltz, and that building and maintaining another school was entirely unnecessary. However, the old New Paltz spirit was hard to down; the friends of the normal and of the old academy rallied from far and near with the result that the Department finally yielded and gave its consent to an appropriation. There was much agitation as to relocating the school in Kingston or in Newburgh, but New Paltz won out.

The sod was turned for the new building with probably as distinguished an attendance as one could gather for such an event anywhere. An educational conference was in session at Lake Mohonk and distinguished visitors attended the exercises at New Paltz en masse. Among those present were Hon. David J. Brewer, Justice of the Supreme Court of the United States, the Rev. Lyman Abbott, Elmer Brown, United States Commissioner of Education, President Charles W. Elliott of Harvard, President Nicholas Murray Butler of Columbia, President E. D. Warfield of Lafayette and many others. Mr Smiley and Justice Brewer held the plow to break the ground. Work progressed steadily on the building, and in January 1909 it was thrown open and dedicated with impressive ceremonies.

In 1904-5 the State Education Department reorganized the work of the normal schools prescribing entirely separate courses for academic students and for normal students. The academic course was made to cover four years and the completion of this course was made obligatory if the candidate were to take a professional course. The professional course was outlined to cover two years. This was a decided step in advance and of course it encountered much opposition. Whereas before one could obtain the normal diploma at the end of three or four years of study, now six years were required. Many who were preparing to teach were unable to meet the new requirements on account of the lack of preparation and many others because they were not prepared to meet the increased expense. It was at this time that the normal building burned and the situation at the school became rather serious.

In 1908 Mr Scudder resigned and John C. Bliss was elected principal. Mr Bliss had been an inspector of schools for the State Department of Education and for some years had been in charge of the work of the Department pertaining to the qualifications and credentials of teachers. He began his work with the sole purpose of bringing the school into line with the best educational thought

of the day and of meeting, completely, the requirements of the State in the preparation of teachers. Many new members were added to the faculty, the new building was occupied, the candidates for admission came better prepared to meet the new requirements and in a short time the school took on a new lease of life. In 1908 the total professional enrolment was 113; in 1913 it was 325. Two buildings were then in use instead of one and the Legislature passed a bill appropriating \$100,000 for still another building. The Governor vetoed the bill on the ground that there were not sufficient funds in the treasury and the following fall the school was obliged to refuse admission to one-third of all applicants who applied.¹

New Paltz has always endeavored to provide the best facilities for education for all the young men and women who may enter her doors. The purpose of the school has been to meet present-day conditions with present-day methods. Few schools have had so long or so honorable a history, few have been so little hampered by tradition. The bell on the present normal building was first hung on the old stone church before the Revolutionary War, to be transferred shortly afterward to the village schoolhouse. It has called many generations of young men and women to opportunities for self-improvement and for public service, but its call has always been in the spirit of the times. And those who have heeded the call, who have studied within the walls of the old school, who have looked out daily over the beautiful valley and up to the rocky heights of the Shawangunk, have imbibed ideas and ideals with which they have gone out, with New Paltz pluck, to do honorable service in the schools of the State.

ONEONTA

On the first Wednesday in September 1889, the eleventh normal school in this State was dedicated at Oneonta. Located in the beautiful Susquehanna valley, midway between Albany and Binghamton, the school offered educational advantages to a large section of territory hitherto unprovided with any institution for higher education. For this reason the bill authorizing the school, introduced into the Assembly by Hon. Frank B. Arnold, met with little opposition. With but two dissenting votes the bill was passed May 5, 1887, appropriating \$45,000 for its establishment.

¹ An appropriation of \$130,000 was made by the Legislature of 1916 for an additional building and the State Architect is preparing plans for it.

The committee appointed to select a site for the school decided upon a plot of ten acres on the northwestern slope of the valley, overlooking the city and facing the southeast. This was purchased by the city (then the village) of Oneonta and deeded to the State for the purpose of the school.

The local board, consisting of Hon. Frank B. Arnold of Unadilla, James Stewart, George I. Wilber, Walter L. Brown, Eugene Raymond, Willard E. Yager, Reuben Reynolds, William H. Morris of Oneonta, Charles D. Hammond and Frederick A. Mead of Albany, and Samuel M. Thurber of East Worcester, met and organized September 13, 1888.

When architects had been employed, schools inspected, and plans discussed, it was found that a suitable building could not be built for the sum available. After consultation with Superintendent Draper, it was decided to postpone construction and ask the next Legislature for more money. Through Mr Arnold, then Senator, and Assemblyman Walter L. Brown, a second appropriation of \$69,000 was asked and secured. A satisfactory edifice being thus assured, the board elected Dr James M. Milne of Cortland, principal. Ground was broken for the building on July 17, 1888 and in August 1889, the building was completed.

A bill providing \$47,000 for equipment failed to receive the signature of Governor Hill and the school was therefore rather poorly prepared for its first year. However, the building was formally dedicated September 4, 1889 and on the following day, the school opened with about one hundred students in its normal department, and an equal number in the training school. The faculty consisted of fourteen members. In the normal department were James M. Milne, principal; Percy I. Bugbee, mathematics; Charles N. Cobb, science; Edwin F. Bacon, modern languages; William N. Aber, ancient languages; Emory P. Russell, music; Elizabeth Weingand, methods; Harriet T. Sanford, rhetoric and literature; Elizabeth B. McClellan, drawing and gymnastics; Helen E. Carpenter, elocution. In the training department were Anna Gertrude Childs, principal of intermediate department; Grace Bell Latimer, critic; Frances A. Hurd, principal of primary department; and Mary E. Gilles, critic.

The following winter the Legislature granted \$40,000 for grading the grounds and furnishing the building. A campus was made to the south and east but most of the money was expended for the most modern school appliances. Through the generosity of Willard

E. Yager, the school museum was supplied with a most complete collection of Indian relics. This represented the results of many years of research and was an authoritative source of information about the Indians of New York State.

Though backed by no body of alumni, the school grew from the first. It registered 143 normal pupils during its first year and graduated 11. The school building was one of the finest in the State. It was situated in a wonderfully beautiful section of country, its principal was a leader of efficiency, of devotion, of inspiration; its faculty was earnest and enthusiastic. The State Department believed in it. Superintendent Draper in his dedicating address said, "The foundations of this house are laid in honor and good faith." It was not surprising then to find that the school kept its promise of sound and enduring educational work, that its patrons were satisfied, and that their number increased.

That a strong institution has been established in Oneonta was shown conclusively by the disaster which befell when on the afternoon of February 15, 1894, the building burned to the ground. This calamity was the signal for remarkable evidences of loyalty and appreciation from townspeople, students, faculty, board and Legislature. With wise forethought, the board, sanctioned by the State, had insured the building for \$75,000. On the day following the fire, Superintendent Crooker told the students assembled in the Oneonta Theater that the Legislature had already passed a bill making this money available for rebuilding. The State Armory was loaned for the use of normal classes and the third floor of the Stanton Opera Block was taken for the use of the training school. Classes met on Monday, having lost but one day of recitation.

With a unanimous vote in both houses, \$100,000 was added to the \$75,000 for rebuilding the normal school and the bill was signed by the Governor in the very day it was passed, March 8, 1894. Plans for a better and larger building were immediately made by the architects of the first building, Fuller & Wheeler of Albany. The contract was let to an Oneonta firm, Barnes, Lewis and Wilson, and April 9th work was commenced. Though the building was not quite completed in the following September, the normal department of the school opened in the west wing, September 5th, while the training school was transferred to its rooms October 15th. On December 15th the new building was dedicated with exercises which brought to Oneonta some of the most prominent educators of the country.

Oneonta's last request for a large special appropriation for her normal school was made in the winter of 1894, when \$50,000 was asked for furnishing. This was granted by the unanimous vote of both houses and Governor Morton signed the bill February 26, 1895. For the second time, a most complete equipment was provided. The museum, having lost its priceless Indian collection, was made helpful in another direction by the acquisition of the Hurst collection of animals and birds. This consisted of about sixteen hundred specimens, mainly representing the wild life of our State, which had formed the private collection of a citizen of Albany, formerly State Taxidermist.

The period ending with the education of the second building may well be called the period of organization. Of the nineteen organizations and societies which sprang up within the student body, having for their aim mutual helpfulness, relaxation or culture, twelve were formed before December 1894. Some of these entered upon relations with similar bodies in other normal schools and have done much to promote cordial friendships between the schools. Some have become permanent factors in the life of the school; others, having satisfied a temporary need, have ceased. Of the seven later organizations, but two possessed the elements of permanency.

That the institution was quite permanent and independent of its form of brick and stone was shown by the story of the year 1894. That it was also not dependent upon an individual or group of individuals was shown in the story of its later years. During the first ten years of the school many changes took place in the personnel of its local board and its faculty. It was a term of growing usefulness. The school increased in numbers from the 143 of its first year, to 596 in 1895. In 1899 it enrolled 459 normal students. A large proportion of the student body registered for advanced courses. Most of the graduates taught within the State. Those who entered colleges won honors there for themselves and for the school. Many graduates found themselves able to enter college sophomore courses in the freshman year, owing to the exceptionally thorough and advanced work done in certain normal classes, notably English, classics, science, and mathematics. Miss Helen Miller Gould showed her confidence in the school by providing four scholarships each year to students from Roxbury, her summer home.

In the spring of 1898 the local board passed a resolution electing Dr Percy I. Bugbee, formerly teacher of mathematics in the school, then conductor of teachers institutes, to the position of principal from the close of the school year, and in September he assumed office. Doctor Bugbee's incumbency brought no violent changes in policy. It was marked by few changes in the faculty. Tuition in the training school was made free and the faculty of the training school was gradually increased in order that supervision might be more thorough. Observation was made as much a part of normal training as was actual teaching. To provide opportunity for practice teaching by the constantly increasing number of graduates and to increase the efficiency of the training department, the local board in May 1906, contracted with the board of education of Oneonta to assume control of a ward school of seven grades known as the Center Street School for a period of ten years. This contract called for a payment of \$2500 a year by the town to the local board toward the maintenance of this school, and in return the local board was to maintain the school as part of the normal plant.

In 1903 a manual training department and a kindergarten department were organized. During the greater part of its existence, the latter has been under the efficient leadership of Miss Jessie Scott Himes. It has been an influential factor in the school, furnishing about one-fifth of the graduates during recent years. In 1909 a department of domestic science and art was provided with excellent equipment. Like the kindergarten department, it has demanded the work of two skilled teachers. It has always been the policy of the school to provide young men and women thoroughly trained for teaching in the grades of the public schools. The increase in the number of critics and model teachers is evidence of the importance of the training school in fitting graduates for such positions. In 1889 there were four teachers employed in the training department; in 1914 there were twenty in the two model schools.

A comparison of attendance reports for earlier and later years shows some interesting facts. The size of the school decreased with the raising of entrance requirements and with the shortening of the course of study. The number of young men has decreased disproportionately. Entering classes have grown steadily larger. The school's highest total attendance attained in 1895, was due to the four-year course then provided. Under the present two-year course, with a possible shortening to one year by training class

western New York have done much to strengthen its influence and extend its usefulness.

The present registration and the reported success of the graduates tend to prove that results are justifying the organization and maintenance of the Fredonia Normal School.

GENESEO

Chapter 195 of the Laws of 1867 specifically located and authorized the establishment of a state normal school at Geneseo, and under such act at a special town meeting held September 24, 1867, by a vote of 32 against and 176 for, the sum of \$45,000 was voted for the establishment of a state normal school at Geneseo, N. Y. On June 9, 1868, at a special village meeting to vote upon a like question, \$15,000 was voted by 72 ayes to 5 nays. Ten thousand dollars additional was turned over from a school fund established by James Wadsworth, the object for which it was given having ceased to exist, thus making in all \$70,000 which was used as follows: \$68,000 for the erection of the original building and \$2000 for the site. Col. John Rorbach, James S. Orton and Craig W. Wadsworth, commissioners, conveyed this site to the State April 7, 1871, for a consideration of one dollar. The Legislature of 1870 in expectation that the school would be in operation the fall of that year appropriated \$18,000 for maintenance, but as the building was not ready, by the Legislature of 1871 this appropriation was paid over to the building commission for uses of construction, etc. Thus the total expenses of the school at its organization September 13, 1871, was \$88,000.

The establishment of a state normal school at Geneseo is thus briefly stated, but securing its location was no brief or easy matter. In 1866, when four such schools were established, Geneseo was perfectly confident one would be there located, but an overnight conference changed a vote and disappointment was the result. This was not all, for a bitter fight against the projectors of the school for personal, political and sectarian antagonisms, had to be overcome. It is but just to mention the names of some of the men who had a prominent part in its erection and from an address delivered by Col. John Rorbach on the twenty-fifth anniversary of the opening, are found the following named citizens of Geneseo: Solomon Hubbard, A. J. Abbott, Gen. James Wood, Col. J. R. Strang, Dr D. H. Bissell, Dr W. E. Lauderdale, L. L. Doty, Charles F. and James W. Wadsworth, James S. Orton, the Rev. George P. Folsom, J. B. Adams, Nelson Jones, Charles F. Doty,

T. F. Olmsted and John O. Vanderbilt. In the same address occurs the following: "From the very inception of the movement to secure the establishment here of this school, until its culmination, William A. Brodie with the late patriotic and whole-souled, public-spirited Col. Craig W. Wadsworth, made up two of the few — indeed it would not be wrong, if I put it, of two of the three individuals — without whose enthusiastic, persistent and efficient services this great school would never have assisted to make up so much pride and prosperity and glory for our beautiful village." Colonel Rorbach's modesty prevented his naming himself as the other member of the trio.

The first local board was composed of the following gentlemen: Hon. Scott Lord, Dr W. E. Lauderdale, Hezekiah Allen, Gen. James Wood, Hon. S. Hubbard, Hon. J. W. Wadsworth, Daniel Bigelow, A. J. Abbott, Col. John Rorbach.

The school opened September 13, 1871, with its chosen faculty all present, and with a first attendance of pupils exceeding expectations. The following composed the faculty: William J. Milne, principal; Jerome Allen, professor of natural sciences; R. A. Waterbury, professor of mathematics; J. B. Gorham, teacher of penmanship and mathematics; Helen Roby, preceptress and teacher of rhetoric and composition; Nancy L. VanHusen, teacher of elementary methods; Emma S. McMaster, teacher of geography and grammar; Mrs Sara F. Fletcher, principal of intermediate department; Delia Vanderbilt, critic and assistant in intermediate department; Gloria F. Bennett, principal of primary department; Delia Day, critic and assistant in primary department; M. E. Parks, teacher of vocal music; Lizzie Killip, teacher of instrumental music.

The selection of William J. Milne as principal was a wise one on the part of the local board, for he proved an able organizer as well as a great educator and the impress made on the school by the man remains with it today. He remained as principal until October 1889, when he resigned to accept the presidency of the State Normal College at Albany, where he remained until his death in September 1914. The first graduating class numbered five and was known as the two D's and three W's. They were five young men, students in the Brockport Normal School, where Doctor Milne was teaching when called to Geneseo, and followed him to complete their course. It is interesting to know that all these men became teachers: Professor Dana as a teacher in the Fredonia

Normal School; Professor Welles as teacher of Latin and Greek in the Geneseo Normal School where he served from 1889 until his resignation in 1913; Professor Wilkinson in various district and high schools made an excellent reputation; Professor Winne for a time was a teacher of mathematics in the Geneseo Normal; and Mr Drake after teaching several years became a member of the local board of the Brockport Normal School. In the second class graduated appears the name of James M. Milne (no relative of W. J. Milne) who became principal of the Ononta Normal School and was widely known as an educator. Thus at the very outset the Geneseo Normal School began to turn out high-grade teachers and it has ever maintained that reputation.

Upon the resignation of Dr William J. Milne as principal, Dr John M. Milne, his brother, was unanimously chosen his successor and until his death he maintained the high standard which his brother had established for the school. His work as an educator is well known. Failing health demanded rest for Dr John M. Milne and for a full year Dr H. J. Schmitz was acting principal. On the death of Doctor Milne in February 1905, Dr James V. Sturges was elected principal and has remained as such to the present time. He has maintained the high standard of the school and graduates.

It is not alone because of the eminent educator who has been at the head of the school, or to the high standard of teachers graduating therefrom that it well and favorably known throughout the State, but also because of its fine equipment and the completeness of the plant itself. The cost of the original buildings and equipment, at the time of its opening, amounted to \$88,000.

In 1875-76 the Normal Hall was erected and finished at a cost of upwards of \$25,000. Ten years later, 1886, more room was absolutely necessary and an appropriation of \$25,000 was made by the Legislature to erect a building for a school of practice or training department, which is an up-to-date building today. Here again the interest of the people in the school was manifested by cheerfully contributing nearly \$1000 for some changes Doctor Milne wished, which could not be made within the appropriation. In this connection it is well to note that from courses of lectures, entertainments and contributions over \$10,000 has been raised and used in the equipment and adornment of various parts of the building.

In 1895 a further appropriation of \$75,000 was secured and a three-story addition was erected, the first floor being used as a

gymnasium, the second for classrooms and study hall, and the upper story for the science department, a splendid addition to the plant. At the same time the heating plant was removed from the buildings to the west and installed in a building erected for that purpose.

Dr John M. Milne had long been desirous of having a separate building erected for a library and reference study hall, and in 1903 an appropriation of \$25,000 was made by the Legislature for that purpose and a fine structure with the most modern equipment was the result. In the basement of the library building is a swimming pool, one of the most attractive features of the school. This has been referred to as a monument to its originator, and no mean monument it is for it is one of the most useful and attractive departments of the school.

When Dr James V. Sturges came to the school as principal he had a vision of the possibilities of the library, not alone as to its equipment and attractions, but as a professional part of the normal, and that he might carry out his plans an appropriation of \$16,000 was secured in 1910 and the building enlarged so the Geneseo normal library is widely known and the work done in training in the knowledge of books which every teacher should know is now a marked feature of the school. Reference is made to the library being a monument, and in this connection it may well be said that the school itself is a monument to Dr William J. Milne, its first principal, and it will ever remain as such. Dr John M. Milne is also entitled to much credit in the making of the school for he labored in harmony with his brother and made the language department second to none in the State, and as principal following his brother made his mark as an educator.

Of the present principal, still in the work, it is early to speak about monuments, but the broadening out of the school under his lead — kindergarten, library work, manual training and domestic science — will be sufficient monument.

By chapter 372, Laws of 1890, the corporation so honorably known for so many years as the Geneseo Academy, was dissolved and its trustees were ordered to account for this fund, and after payment of all expenses, etc., they were directed to pay over the balance of the same to the treasurer of Livingston county, to be by him properly invested, the income thereof to be paid over to the local board of the normal school. This income, the law provides "shall be used as may be directed by said local board, in

aid of worthy and needy students, who may attend the said Geneseo Normal and Training School, preference being given to children of the clergy of the Presbyterian Church, said fund having been raised by subscriptions from members of said church." The original fund was \$8190.39 and from its income many worthy students have been helped.

Through the kindness of Mrs William Austin Wadsworth, of Geneseo, a nursing home was recently opened to the professional students of the normal school. The home is in charge of a matron, and a graduate nurse is in constant attendance. Students temporarily incapacitated for work due to sudden illness or accident, or those who are in need of rest and special treatment for a few days, are welcomed to the home and receive the best of care while still continuing their work in class. Mrs Wadsworth has equipped the home with the most approved facilities for the proper care of its patients. It has two splendidly equipped wards, two emergency rooms, and a sun room for day use which at night is used as an outdoor sleeping porch. The home is free to all students of professional courses.

During its life the school has graduated 3973, of whom a very large proportion have become teachers, for a time at least, and many have made teaching their life work. There has always been the heartiest accord between the local board and the principals in the management of the school and friction has never been known.

It is not out of place to refer to Hon. Otto Kelsey, a member of the local board of this school, who for a number of years was the representative in the Assembly from Livingston county, and who, knowing the needs of the school, was able so to present them to the Legislature that appropriations were secured without the usual delays. Mr Kelsey is entitled to the gratitude of his constituents for this work so well done, but it is more to his credit and he is entitled to the gratitude of the broader constituency of the whole State for it that no appropriation was sought or obtained by him for the school that was not a needed one.

Another personal reference is allowable. In 1876 Mr L. C. Morey, a war veteran, was made janitor of the buildings and continued as such until his resignation in the summer of 1914, a continuous service of nearly forty years. It was remarked by state officials, inspectors and other visitors to the buildings that they were kept in an ideal condition and he was often referred to as the owner of the buildings and high chancellor of the school.

The presidents of the local board have been Gen. James Wood, Dr Walter E. Lauderdale, Hon. Solomon Hubbard and William A. Brodie.

The present faculty is as follows: James V. Sturges, principal; W. Fowler Bucke, Reuben L. Countryman, Guy A. Bailey, Ambrose A. Clegg, Edgar S. Barnes, Lucy R. Buell, Lydia I. Jones, Ida M. Hemans, Hazel Kilian, Christabel Abbott, M. Louise Russell, Georgia H. Reeve, Ruth M. Bailey, Carol M. Holland, Margaret W. Parker, Ethel M. Bristol, Salome K. Beckwith, J. Elmer Zearfoss, Carlene Barrett, R. Sylvia Rogers, Katherine Collins, Edna Browning Cook, Mary A. Thomas, Edna L. Hotaling, M. Genevieve Bailey, Kathleen A. Phillip, Kate C. Algie, Katherine B. Rose, Martha P. Porter, Mildred A. Sleight, Elizabeth J. Burlingame, Mary D. Davis, Hazel Hopper, Pauline Goler. The local board is as follows: William A. Brodie, president, Hon. Lockwood R. Doty, Lloyd W. Crossett, George B. Adams, Frank K. Cook, Hon. Otto Kelsey, Dr Walter E. Lauderdale, Hon. James W. Wadsworth, Maj. William A. Wadsworth.

NEW PALTZ

The genesis of the New Paltz Normal School is undoubtedly to be found in the character of the first settlers of New Paltz. Those sturdy champions of liberty and truth, the Huguenots, fleeing from France to the Palatinate, and from the Palatinate to America, set up here the institutions in support of which they had sacrificed everything but life in their native land.

In 1678 the twelve patentees settled on the banks of the Wallkill, and named the community New Paltz. In 1689, just eleven years later, formal steps were taken to establish a permanent school. In the library of the present normal school is a copy of a deed of gift, whereby the patentees convey to Jean Cottin, the schoolmaster, a house and lot, and give him permission "to cut wood convenient to his purpose for building and he is given the pasturage for two cows and their calves and a mare and colt." It is also clearly stated in the deed "and we are not to keep said Cottin as schoolmaster longer than we think fit and proper." From which it may be inferred that even then, in the hazy days of our history, the question of tenure was a live one — for the community as well as for the teacher. In the records of 1700 may be seen a letter of recommendation written for Jean Tebenin, commending his work as a

teacher for four years in New Paltz. When Tebenin, the school-master, died he left his property to the church, with the request that his Bible be sold for the benefit of the poor if ever the French language should die out. But French schoolmasters were few and they became fewer with the years.

The educational light never faltered or went out at New Paltz, but in time the French tongue gave place to that of Holland and this in turn to that of England. The church and the school, however, continued without a break. In 1812 a stone school building was erected, and is still standing in the village. In 1828 a classical school was organized for the better education of the young people and in 1833 the New Paltz Academy was erected. The academy became exceedingly prosperous, drawing from many distant sections as well as from the home region, and in 1840 the building was considerably enlarged. Early in 1884 the building burned. The loss was heavy for the little village but the old indomitable spirit prevailed and in a few months a new building stood on the old site, larger and better than ever before.

About this time there was much educational unrest in southern New York because of the fact that all the normal schools were so far distant. Although the lower Hudson valley was the most thickly settled part of the State, yet all the schools for preparing teachers were in the central and western part. The demand became insistent for a local school. It was recognized by men throughout the State that such a school should be established but there was no agreement as to the site. The board of trustees of the New Paltz Academy was quick to seize the opportunity and to take steps to convert the academy into a normal school, rightly thinking that thereby the usefulness of the old school would be greatly extended. Ralph LeFevre, president of the board, and Henry A. Balcom, principal of the school, were authorized January 22, 1885 to take up the matter with the proper authorities in Albany. In this preliminary work, they were greatly assisted by General George H. Sharpe and Captain T. H. Tremper of Kingston. William Ruggles, at that time State Superintendent of Public Instruction, was opposed to normal schools in general and he became very antagonistic to the New Paltz proposition. Thomas E. Benedict of Ellenville, Deputy State Comptroller, and James Graham of Newburgh did much to arouse interest in the project in their respective communities. The old academy had drawn from a wide section of territory and a host of alumni came to its support. Petitions were

sent to Albany from all the larger towns and cities in southeastern New York, and the movement for the school steadily grew.

The normal school bill as introduced proposed that a committee be appointed with the power to accept proposals for the location of a state normal and training school with an academic department at New Paltz. The commission was to consist of the Secretary of State, the State Comptroller, the State Treasurer and the State Superintendent of Public Instruction. The bill was introduced in the Assembly by C. A. J. Hardenbergh of Ulster county and was referred to the education committee of which Charles Baker of Steuben county was chairman. Mr Baker was a personal friend of Doctor Balcom, the principal of the school, which was considered fortunate. In the Senate the bill was introduced by John VanSchoick of Schoharie and was referred to the literary committee of which John I. Gilbert of St Lawrence county was chairman. Mr Gilbert was in favor of another normal school in the lower part of the State, but was not committed to any particular locality.

At the Senate hearing on the bill, Senator Henry R. Low of Middletown was present and favored the general proposition as to a normal school but was anxious to have the school located in his district at Liberty where the Liberty Normal Institute was leading a rather uncertain life. Many Kingston people were anxious that the school should be located in Kingston. However, the fight was carried on vigorously by the Ulster county assemblyman, C. A. J. Hardenbergh, Captain R. A. Snyder, Assemblyman (now Judge) G. D. B. Hasbrouck, and by Senator VanSchoick. Very material assistance was given by Judge Alton B. Parker, General Sharpe, William M. Hayes, and Dr Jacob D. Wurts. John A. Sleicher, editor of the Albany Journal, warmly espoused the bill and his editorials on the subject were very helpful. At last the bill passed the Legislature and was presented by Doctor Wurts and Judge Parker to Governor Hill, who promptly signed it.

The latter part of June the commission met at New Paltz to look over the property and to consider the proposition of the board. There were present the Secretary of State, the Comptroller, the Treasurer, the Attorney General, and the superintendent of Public Instruction. Governor David B. Hill, Lieutenant Governor Carr, John A. Sleicher and a number of other well-known persons attended the meeting. After the school property had been inspected the whole party became the guests of Albert K. Smiley at Mohonk.

Later the commission met again in Albany and in spite of the opposition of Superintendent Ruggles the New Paltz proposition was accepted by the State. Governor Hill appointed as the first local board the following gentlemen: Charles W. Deyo, Solomon Deyo, J. J. Hasbrouck, Lambert Jenkins, Jacob LeFevre, Alton B. Parker, George H. Sharpe, Albert K. Smiley, Jacob D. Wurts. The board organized with Albert K. Smiley as president, Solomon Deyo, secretary, and Charles W. Deyo, treasurer.

The first term of the new normal school began February 15, 1886, with a provisional organization. Under date of August 5, 1886, Andrew S. Draper, then Superintendent of Public Instruction, issued a letter to the superintendents and other school officers of the State announcing the opening of the New Paltz State Normal School. The faculty consisted of ten persons with Dr Eugene Bouton as principal. Several of this small faculty have since become prominent in educational work. The resources of the school were of course limited, but this was made up in enthusiasm and energy. Those who had been interested in the old academy rallied to the support of the new school. The first year the number of students in all departments was 89. Two years later the faculty numbered eighteen and the number of students in the academic and professional courses was 171. It soon became evident that the village school would be necessary if a suitable practice department were to be had, and accordingly legislation was obtained putting the village school system under the control of the local board of the normal school. The academy building and the village school building soon proved inadequate and the State provided for an additional building, which afterwards became known as the main building. This was a large building, modern in every sense, complete in all its arrangements and furnished a beautiful as well as commodious home for the school. In September 1888, Dr Frank S. Capen became principal. For many years he had been a teacher of mathematics at the Cortland Normal School. He was well fitted by temperament as well as by training for the management of a large school and his administration, covering eleven years, was a decided success. The building, enlarged as it had been, became altogether too small to accommodate the school, but just at this time the course of study was lengthened, so that under the new conditions the accommodations again became adequate. Many changes were accomplished in the reorganization and management of the school. The instruction of children in the grades was

placed more largely in the hands of pupil-teachers under the supervision of trained teachers. Instruction in academic subjects and in professional subjects was differentiated to a considerable extent and the school became more truly a professional school. Doctor Capen was especially strong in school administration and did much to impress the idea of teaching as a business as well as profession on the minds of those who came under his influence.

In 1899 Myron T. Scudder became principal of the school. It was at the period when men were giving more attention to domestic science, manual training, the kindergarten, physical training and to the newer ways of teaching the old subjects. Mr Scudder was an enthusiast and threw himself whole-heartedly into the task of bringing the school fully abreast of the latest ideas. A kindergarten was established. Courses in domestic science and manual training were added and teachers were secured who were thoroughly familiar with the new pedagogy, as it was called. Mr Scudder believed in the utmost freedom of the individual and established a school city which practically managed the ordinary affairs of the student life. More than this, Mr Scudder was the main factor in establishing the Country School Athletic League of Ulster county for the purpose of developing in the children a desire for play and outdoor exercise of all sorts, and for bringing together parents, teachers and pupils for outdoor enjoyment. This play festival and field day have been continued to the present time. It is a unique institution, drawing the normal students out into the rural schools where they may demonstrate what they have learned, and bringing pupils and parents to the normal school for inspiration, for social gathering and for unrestrained joy in outdoor sports. When the Cuban Government provided for the education of some of the native girls in American schools, seventy-five of these girls were sent to New Paltz where they made a good record in spite of the many natural handicaps under which they labored.

At Easter time, in 1906, the school building burned and the students returned from their Easter vacation to find nothing but a scene of desolation. Within two days, however, work was going on as usual though under conditions that were anything but usual. For two years and a half the school work was carried on in stores, churches, and shops, while the authorities at Albany argued first whether there should be another building and secondly if there were to be a new building whether it should be located in New Paltz. The State Education Department took the position that there were

enough normal schools in the State even without New Paltz, and that building and maintaining another school was entirely unnecessary. However, the old New Paltz spirit was hard to down; the friends of the normal and of the old academy rallied from far and near with the result that the Department finally yielded and gave its consent to an appropriation. There was much agitation as to relocating the school in Kingston or in Newburgh, but New Paltz won out.

The sod was turned for the new building with probably as distinguished an attendance as one could gather for such an event anywhere. An educational conference was in session at Lake Mohonk and distinguished visitors attended the exercises at New Paltz en masse. Among those present were Hon. David J. Brewer, Justice of the Supreme Court of the United States, the Rev. Lyman Abbott, Elmer Brown, United States Commissioner of Education, President Charles W. Elliott of Harvard, President Nicholas Murray Butler of Columbia, President E. D. Warfield of Lafayette and many others. Mr Smiley and Justice Brewer held the plow to break the ground. Work progressed steadily on the building, and in January 1909 it was thrown open and dedicated with impressive ceremonies.

In 1904-5 the State Education Department reorganized the work of the normal schools prescribing entirely separate courses for academic students and for normal students. The academic course was made to cover four years and the completion of this course was made obligatory if the candidate were to take a professional course. The professional course was outlined to cover two years. This was a decided step in advance and of course it encountered much opposition. Whereas before one could obtain the normal diploma at the end of three or four years of study, now six years were required. Many who were preparing to teach were unable to meet the new requirements on account of the lack of preparation and many others because they were not prepared to meet the increased expense. It was at this time that the normal building burned and the situation at the school became rather serious.

In 1908 Mr Scudder resigned and John C. Bliss was elected principal. Mr Bliss had been an inspector of schools for the State Department of Education and for some years had been in charge of the work of the Department pertaining to the qualifications and credentials of teachers. He began his work with the sole purpose of bringing the school into line with the best educational thought

of the day and of meeting, completely, the requirements of the State in the preparation of teachers. Many new members were added to the faculty, the new building was occupied, the candidates for admission came better prepared to meet the new requirements and in a short time the school took on a new lease of life. In 1908 the total professional enrolment was 113; in 1913 it was 325. Two buildings were then in use instead of one and the Legislature passed a bill appropriating \$100,000 for still another building. The Governor vetoed the bill on the ground that there were not sufficient funds in the treasury and the following fall the school was obliged to refuse admission to one-third of all applicants who applied.¹

New Paltz has always endeavored to provide the best facilities for education for all the young men and women who may enter her doors. The purpose of the school has been to meet present-day conditions with present-day methods. Few schools have had so long or so honorable a history, few have been so little hampered by tradition. The bell on the present normal building was first hung on the old stone church before the Revolutionary War, to be transferred shortly afterward to the village schoolhouse. It has called many generations of young men and women to opportunities for self-improvement and for public service, but its call has always been in the spirit of the times. And those who have heeded the call, who have studied within the walls of the old school, who have looked out daily over the beautiful valley and up to the rocky heights of the Shawangunk, have imbibed ideas and ideals with which they have gone out, with New Paltz pluck, to do honorable service in the schools of the State.

ONEONTA

On the first Wednesday in September 1889, the eleventh normal school in this State was dedicated at Oneonta. Located in the beautiful Susquehanna valley, midway between Albany and Binghamton, the school offered educational advantages to a large section of territory hitherto unprovided with any institution for higher education. For this reason the bill authorizing the school, introduced into the Assembly by Hon. Frank B. Arnold, met with little opposition. With but two dissenting votes the bill was passed May 5, 1887, appropriating \$45,000 for its establishment.

¹ An appropriation of \$130,000 was made by the Legislature of 1916 for an additional building and the State Architect is preparing plans for it

The committee appointed to select a site for the school decided upon a plot of ten acres on the northwestern slope of the valley, overlooking the city and facing the southeast. This was purchased by the city (then the village) of Oneonta and deeded to the State for the purpose of the school.

The local board, consisting of Hon. Frank B. Arnold of Unadilla, James Stewart, George I. Wilber, Walter L. Brown, Eugene Raymond, Willard E. Yager, Reuben Reynolds, William H. Morris of Oneonta, Charles D. Hammond and Frederick A. Mead of Albany, and Samuel M. Thurber of East Worcester, met and organized September 13, 1888.

When architects had been employed, schools inspected, and plans discussed, it was found that a suitable building could not be built for the sum available. After consultation with Superintendent Draper, it was decided to postpone construction and ask the next Legislature for more money. Through Mr Arnold, then Senator, and Assemblyman Walter L. Brown, a second appropriation of \$69,000 was asked and secured. A satisfactory edifice being thus assured, the board elected Dr James M. Milne of Cortland, principal. Ground was broken for the building on July 17, 1888 and in August 1889, the building was completed.

A bill providing \$47,000 for equipment failed to receive the signature of Governor Hill and the school was therefore rather poorly prepared for its first year. However, the building was formally dedicated September 4, 1889 and on the following day, the school opened with about one hundred students in its normal department, and an equal number in the training school. The faculty consisted of fourteen members. In the normal department were James M. Milne, principal; Percy I. Bugbee, mathematics; Charles N. Cobb, science; Edwin F. Bacon, modern languages; William N. Aber, ancient languages; Emory P. Russell, music; Elizabeth Weingand, methods; Harriet T. Sanford, rhetoric and literature; Elizabeth B. McClellan, drawing and gymnastics; Helen E. Carpenter, elocution. In the training department were Anna Gertrude Childs, principal of intermediate department; Grace Bell Latimer, critic; Frances A. Hurd, principal of primary department; and Mary E. Gilles, critic.

The following winter the Legislature granted \$40,000 for grading the grounds and furnishing the building. A campus was made to the south and east but most of the money was expended for the most modern school appliances. Through the generosity of Willard

E. Yager, the school museum was supplied with a most complete collection of Indian relics. This represented the results of many years of research and was an authoritative source of information about the Indians of New York State.

Though backed by no body of alumni, the school grew from the first. It registered 143 normal pupils during its first year and graduated 11. The school building was one of the finest in the State. It was situated in a wonderfully beautiful section of country, its principal was a leader of efficiency, of devotion, of inspiration; its faculty was earnest and enthusiastic. The State Department believed in it. Superintendent Draper in his dedicating address said, "The foundations of this house are laid in honor and good faith." It was not surprising then to find that the school kept its promise of sound and enduring educational work, that its patrons were satisfied, and that their number increased.

That a strong institution has been established in Oneonta was shown conclusively by the disaster which befell when on the afternoon of February 15, 1894, the building burned to the ground. This calamity was the signal for remarkable evidences of loyalty and appreciation from townspeople, students, faculty, board and Legislature. With wise forethought, the board, sanctioned by the State, had insured the building for \$75,000. On the day following the fire, Superintendent Crooker told the students assembled in the Oneonta Theater that the Legislature had already passed a bill making this money available for rebuilding. The State Armory was loaned for the use of normal classes and the third floor of the Stanton Opera Block was taken for the use of the training school. Classes met on Monday, having lost but one day of recitation.

With a unanimous vote in both houses, \$100,000 was added to the \$75,000 for rebuilding the normal school and the bill was signed by the Governor in the very day it was passed, March 8, 1894. Plans for a better and larger building were immediately made by the architects of the first building, Fuller & Wheeler of Albany. The contract was let to an Oneonta firm, Barnes, Lewis and Wilson, and April 9th work was commenced. Though the building was not quite completed in the following September, the normal department of the school opened in the west wing, September 5th, while the training school was transferred to its rooms October 15th. On December 15th the new building was dedicated with exercises which brought to Oneonta some of the most prominent educators of the country.

Oneonta's last request for a large special appropriation for her normal school was made in the winter of 1894, when \$50,000 was asked for furnishing. This was granted by the unanimous vote of both houses and Governor Morton signed the bill February 26, 1895. For the second time, a most complete equipment was provided. The museum, having lost its priceless Indian collection, was made helpful in another direction by the acquisition of the Hurst collection of animals and birds. This consisted of about sixteen hundred specimens, mainly representing the wild life of our State, which had formed the private collection of a citizen of Albany, formerly State Taxidermist.

The period ending with the education of the second building may well be called the period of organization. Of the nineteen organizations and societies which sprang up within the student body, having for their aim mutual helpfulness, relaxation or culture, twelve were formed before December 1894. Some of these entered upon relations with similar bodies in other normal schools and have done much to promote cordial friendships between the schools. Some have become permanent factors in the life of the school; others, having satisfied a temporary need, have ceased. Of the seven later organizations, but two possessed the elements of permanency.

That the institution was quite permanent and independent of its form of brick and stone was shown by the story of the year 1894. That it was also not dependent upon an individual or group of individuals was shown in the story of its later years. During the first ten years of the school many changes took place in the personnel of its local board and its faculty. It was a term of growing usefulness. The school increased in numbers from the 143 of its first year, to 596 in 1895. In 1899 it enrolled 459 normal students. A large proportion of the student body registered for advanced courses. Most of the graduates taught within the State. Those who entered colleges won honors there for themselves and for the school. Many graduates found themselves able to enter college sophomore courses in the freshman year, owing to the exceptionally thorough and advanced work done in certain normal classes, notably English, classics, science, and mathematics. Miss Helen Miller Gould showed her confidence in the school by providing four scholarships each year to students from Roxbury, her summer home.

In the spring of 1898 the local board passed a resolution electing Dr Percy I. Bugbee, formerly teacher of mathematics in the school, then conductor of teachers institutes, to the position of principal from the close of the school year, and in September he assumed office. Doctor Bugbee's incumbency brought no violent changes in policy. It was marked by few changes in the faculty. Tuition in the training school was made free and the faculty of the training school was gradually increased in order that supervision might be more thorough. Observation was made as much a part of normal training as was actual teaching. To provide opportunity for practice teaching by the constantly increasing number of graduates and to increase the efficiency of the training department, the local board in May 1906, contracted with the board of education of Oneonta to assume control of a ward school of seven grades known as the Center Street School for a period of ten years. This contract called for a payment of \$2500 a year by the town to the local board toward the maintenance of this school, and in return the local board was to maintain the school as part of the normal plant.

In 1903 a manual training department and a kindergarten department were organized. During the greater part of its existence, the latter has been under the efficient leadership of Miss Jessie Scott Himes. It has been an influential factor in the school, furnishing about one-fifth of the graduates during recent years. In 1909 a department of domestic science and art was provided with excellent equipment. Like the kindergarten department, it has demanded the work of two skilled teachers. It has always been the policy of the school to provide young men and women thoroughly trained for teaching in the grades of the public schools. The increase in the number of critics and model teachers is evidence of the importance of the training school in fitting graduates for such positions. In 1889 there were four teachers employed in the training department; in 1914 there were twenty in the two model schools.

A comparison of attendance reports for earlier and later years shows some interesting facts. The size of the school decreased with the raising of entrance requirements and with the shortening of the course of study. The number of young men has decreased disproportionately. Entering classes have grown steadily larger. The school's highest total attendance attained in 1895, was due to the four-year course then provided. Under the present two-year course, with a possible shortening to one year by training class

graduates, the school does not normally equal even twice its entering class. Its present registration of 467 for the first month of the year is proof of its organized efficiency. This has not yet become absolutely an institution for the instruction of young women since, in 1914, it graduated two young men and has now one male student, a member of the senior class.

The influence of the Oneonta Normal School was spread to a wider clientele in July 1912, when the State made experiment of holding a summer session of six weeks for teachers of the State. The large enrolment showed how thoroughly they appreciated this opportunity. Although announcement of the summer school could not be made until six weeks before its opening, and although many teachers were unable to alter previously made plans in order to attend, over two hundred were present for the entire session. A second summer and a third of even larger enrolment have made the summer session not an experiment but an established fact. Not only was the scholastic work of the summer school of high order, but through the cooperation of appreciative parents, a successful school of observation was conducted under Miss Cora H. Pettit as principal.

But twice during the existence of the school has it lost members of its faculty by death. In November 1910, Miss Kate M. Denison, for sixteen years a conscientious and inspiring teacher of methods and English, a woman of rare personality and potent influence, died. In losing her, the school suffered greatly and the community lost a broad-minded and public-spirited citizen. In January 1911, one of the best beloved of the teachers of the school, Edwin F. Bacon, from the first day of the school, a most loyal member of its faculty, passed from our midst leaving behind him gentle memories of a rare nature, enthusiastic, scholarly, simple, and true, to be a lasting influence in the hearts of his pupils.

The history of the state normal school at Oneonta would be incomplete without some mention of the splendid work done by the local board in furthering its interests and in upholding the hands of the principal and faculty. To four members of the board, Senator Arnold, Hon. Walter L. Brown, George I. Wilber and Willard E. Yager, Commissioner Draper in his dedicatory address gave the credit for the founding of the school. To William H. Morris, for twenty-two years (1887-1909) the honored president of the local board, the trusted friend and wise counselor of the

principal and faculty, too high praise can not be given. Untiring in his service, he gave himself to the interests of the school and his death meant a personal sorrow to all connected with the institution.

In November 1890, David Whipple was appointed to membership on the board in the place made vacant by the death of Fred E. Sloan. In September 1892, James Stewart resigned his position as treasurer of the board and Mr Whipple was elected to the position which he filled most honorably until his death. His sterling honesty and unfailing responsibility were sources of inspiration to all his associates.

To others of the board the school owes much. In the Legislature she has needed friends and found efficient ones. Loyalty to one another and to the institution is the secret of the school's success. For twenty-five years there has been "A long pull, a strong pull, a pull altogether." This, then, is the reason that when in June 1914, 575 of the alumni returned to rejoice with their alma mater at her completion of her quarter century of service to the State, it was a time of unqualified pride and rejoicing, pride in the institution and the friends she has made, rejoicing over her undeviating success.

OSWEGO

The Oswego State Normal and Training School was organized by Edward Austin Sheldon in 1860. The causes which led to its organization were many and varied and so influenced the life of the organizer that it resulted in an educational ideal which he sought to illustrate in the institution which he founded. The principles on which his ideal was based were: "(1) that all education should be according to the natural order of development of the human faculties; (2) that all knowledge is derived in the first instance from the perceptions of the senses, and therefore that all instruction should be based upon real objects and occurrences; (3) that the object of primary education is to give a harmonious cultivation to the faculties of the mind, and not to communicate technical knowledge." These principles have been termed Pestalozzian, from Johann Heinrich Pestalozzi, the great Swiss schoolmaster and educational reformer (1746-1827). It is probable that the educational doctrines of no other reformer were ever so widely promulgated and so generally adopted, and, which is the more remarkable, in great measure during the lifetime of their author; for nearly all the countries of Europe (including the reformer's

own country) and, in the new world, Canada and the United States, readily accepted the educational ideas of Pestalozzi. To understand the causes, remote and direct, which led to the organization of the Oswego Normal School, to comprehend the educational ideal which the founder sought to illustrate in the institution, and to mark the course of Pestalozzianism from Yverdon to Oswego, one must know the remarkable periods in the life of Doctor Sheldon.

Country-born and country-bred, he was familiar with not only the habits of domestic animals, but with those of the insects, birds and quadrupeds in a wild state within his own neighborhood. He was greatly interested in the flora of his environment, especially the trees which he well-nigh venerated. The rocks themselves had a language which he respected, if he did not comprehend it. When he was sent to the district school he found it the antithesis of the school of nature. Here he found words substituted for things; the abstract for the concrete. Against these he entered a protest, and begged his father to let him spend the time in the performance of farm duties. But the Puritan father could not be swerved from what he considered his bounden duty, and so kept him for ten long years in what was to the boy a very prison. To quote from Mary Sheldon Barnes's biographical sketch of her father (see *Historical Sketches, in First-Quarter Centennial Report of Oswego State Normal and Training School, 1887*), "In time there came to Perry Center (Wyoming county) an earnest, enthusiastic, young collegian, Charles Huntington by name, who started a private academy where Greek and Latin were taught, and where mathematics rose to the dignity of algebra and geometry. Hitherto my father had, to use his own phrase, 'gone to school on an ash-heap,' that is, he had for ten years been sent to one of those district schools set in some arid, useless spot and dispensing from year to year a mixed, uncertain diet of reading, writing and ciphering, varied with a little geography. To this dreary and useless round, my father went with the utmost reluctance, the energy of his nature making him impatient of absence from the genuine work of the farm. Charles Huntington changed all this, and opened a new world of ambition and work to the seventeen-year old boy, who, fired with his teacher's spirit, hastened to borrow some Latin books and prepare for college. At the age of twenty-one he entered Hamilton. But while preparing for a prize oration to which he was appointed, his health broke and he was forced to leave college at the close of his junior year; not, however, before the college had enabled him to measure

himself with men and things, and had taught him to act with confidence and energy. As for the impressions he had left behind him, I find his professors using such phrases as the following: 'diligent and capable in business,' 'distinguished by regular and studious habits, as well as by great excellence in character and scholarship,' 'a young man of intelligence, ability, the firmest integrity, and a warm heart.'"

To quote again from the same source, "My father now went to spend a short time with the famous horticulturist, Charles Downing, in Newburgh, where he met a gentleman who persuaded him to come to Oswego and join him in the nursery business. But this enterprise was destined to failure, and for a few months the young man was in a state of suspense as to his future, and again and again his trustful, eager soul raised the prayer, 'Lord, what wilt Thou have me to do?' My father has always felt that the answer came in the impulse he received during this waiting time to study somewhat into the condition of the poor; to him, reared in the country, where all could read and write, and where all were comfortable, though none were learned nor rich, the ignorance and misery of the poor seemed like a very revelation of heathendom. Day after day he went through tenement houses and shanties, learning to know the miseries and wants of their inmates; armed with a little book full of statistics he himself had gathered, with his fresh young heart urged on to action, he persuaded some of his most influential friends to join him in forming an 'Orphan and Free School Association,' which should find some way of giving a home to the orphans and free school to the poorer children of Oswego. The whole movement was in its essence at first religious, the meetings of the little society always opening with prayer and it was to the churches that they looked for aid. Active results soon appeared, and a room was rented and fitted for a school. But who should be the teacher? To his utter surprise, every one turned to my father as a matter of course. He had just completed arrangements for entering the Theological Seminary at Auburn, N. Y., but since no teacher appeared, and his associates declared that unless he would teach the school they would abandon the enterprise, he answered, trusting still the lead of Providence, 'Very well, then teach the school I must.' When asked what salary he wanted, he said, 'It will cost me about \$275 a year to live, and this is all I want.' They gave him \$300, and my father entered what afterward proved his own chosen career. Behold, then, in the early winter of 1848-49,

the young schoolmaster before his first school; utterly without experience, almost without a plan, he stands there face to face with one hundred twenty boys and girls, from five years old to twenty-one, utterly rude and untrained. Yet, he says, they gave him no trouble. If they engaged in a free fight, it was from ignorance of the proprieties of the time and place, not from any desire to be ugly. If some of the boys became restless, they were sent out to race around the block and see who could be back first. They were called to order by rapping on the stovepipe; they were *held* in order and kept to their work by the genuine love they bore their young schoolmaster and by the genuine love he bore to them. Saturday he spent in 'pastoral work,' that is, in visiting his pupils at home and in seeing that they were not suffering for the necessities of life. This was the hardest day of the week; and the young schoolmaster usually found himself exhausted by noon, so great was the draft made on his sympathies by ignorance, sickness, incompetence, and misfortune. In my father's mind, the work could not stop here; and from this beginning sprang in time the organization of graded and free schools in Oswego, and the establishment of the orphan asylum."

The closing paragraphs of Mrs Barnes's sketch of her father's educational career make clear the causes which led directly to the organization of the Oswego Normal School:

"The free-school party in Oswego at last succeeded, and naturally looked to my father as the man to shape and execute their wishes. Hence from May 1853 dates my father's permanent residence in Oswego. By September of that year he had already so thoroughly organized the schools that they at once began their new career on plans which have remained practically unchanged. Meanwhile his sincere and thoughtful nature had become dissatisfied, not only with the current ways of teaching in our public schools, but even with their narrow range of subjects. His early life on the farm, his taste for practical work, his sympathetic contact with the poor, had convinced him that something better and more useful could be done in the way of education. He felt that children should learn to know forms, colors, weights, the commoner facts and relations of their own bodies and the material world, not as mere names, but as objective realities. While working the problem over he visited Toronto where he saw in the National Museum (though not used in their own schools) collections of appliances employed abroad, notably in the 'Home and Colonial

'Training School' in London. Well do I remember the delight with which he returned from his visit, armed with some material appliances for accomplishing his desires. The dark shelves of the little closets opening off from the dingy office where my father lived and worked all day, as secretary of the board of education, became filled with wonders delightful to my childish eyes, and, I think, no less so to his own; colored balls and cards, natural-colored pictures of animals, building-blocks, boxes in which were silk worm cocoons, cotton bolls, samples of all sorts of grain, specimens of pottery and of glass. In school all day I employed my lunch time in hunting over these precious treasures while my father was busily writing or perchance trying to reach the heart and conscience of some 'bad boy' sent to him as a last resource from one of the public schools.

"In 1859-60 a thoroughly detailed plan of work was introduced into the Oswego schools, embracing lessons in form, color, size, weight, animals, plants, human body, and moral instruction. The whole program was worked out with such attention to details that the work of every hour, in every grade was printed 'in black and white.' But a difficulty instantly arose, and the question was asked on every side, 'How shall we teach these things?' Hence every Saturday my father met his teachers for discussion and gave illustrations as best he could. But he sadly felt the inadequacy of his instruction and determined if possible to obtain a model, or training, teacher from the 'Home and Colonial School' itself. The board of education agreed to such an invitation 'on condition that it shall not cost the city a single cent.' My father was ready to meet this condition. He at once went to the teachers interested in the reform and from them obtained the promise that in return for instruction in the training class they would for one year resign half of their salaries. (Their salaries ranged from \$300 to \$500.) Teachers from outside Oswego who came for training should pay a tuition fee. A little would be saved to the city by using these same outsiders as free teachers in the schools selected for practice."

The secretary's report of a meeting of the board of education, under date of November 1, 1860, contains the following:

The undersigned committee of teachers desire to call the attention of the board of education to a subject which they deem of vital importance to the interest and progress of our public schools. It is known to at least some members of this board, that it has been part of the plan in connection with the high school to have a teachers class formed from members of the graduating class, composed of those who design to teach, who should spend a

portion of their time during the last year of their course in some model class exercises for the primary and junior department, in addition to special instruction in the theory and practice of teaching. This plan your committee regard as an excellent one; but for several reasons, with the present arrangement, they deem it impracticable, and experience has thus far proved it so. In the first place the course of study as prescribed leaves no time for additional studies or duties. It is as much as the class can do to accomplish all that is required in this direction; and it seems to us that there is no study there required that can be omitted. But on the other hand, there are some subjects not here pursued that would be of great utility to every person and especially to teachers.

In order, however, to make these model-class exercises of great utility the teacher who has the charge of them should be a person of large experience, eminently successful, and in every way a model of excellence in his profession; a person of good judgment and great discrimination, one who can criticise closely and point out defects and show the remedy.

As is well known to the board we have been introducing into our primary schools a system of instruction in many respects quite new to our teachers; and while they are for the most part working well, much better even than we could have anticipated, yet they feel a greater or less degree of awkwardness, and therefore diffidence in conducting the new exercises, and are not prepared to interest others. The pupils coming from our high school and applying for situations as teachers are mostly quite young and without any experience. If we should put these pupils with their youth and inexperience into our primary schools, the very places where even under the old system the greatest degree of judgment, discretion, patience, ingenuity, experience, and skill are demanded, with all our new methods as now adopted in these schools we could expect only failure as the result. These new methods also require a thorough knowledge of natural history in its various departments, together with a quick and ready hand in linear drawing, subjects with which, in the present course of study, they have comparatively little acquaintance.

To obviate all these objections and to carry out the original plan of a model-school department, your committee would offer the following resolutions and move their adoption:

1 *Resolved*, That in connection with the high school there be organized a department composed of graduates of this school and of persons from abroad who may apply for admission, to be styled the model primary-teachers department, the object of which shall be to prepare teachers for the important work of primary instruction.

2 *Resolved*, That no person shall be admitted to this department who does not hold a certificate of graduation from the Oswego High School or from some other institution whose courses of study and mental discipline are equally thorough, or who shall on examination give evidence that he has thoroughly mastered the English branches generally taught in our academies and high schools, and that he sustains a good moral character.

3 *Resolved*, That this course shall be one year, and shall embrace the following subjects of study:

1st term. Botany, mental philosophy, and linear drawing in its practical application in delineating objects from nature on the blackboard.

2d Term. Mineralogy, review of botany, moral philosophy, linear drawing continued.

3d term. Moral philosophy, mineralogy, and drawing continued.

4 *Resolved*. That a diploma or certificate of graduation be awarded to all those who pass through the required course of this department and show by their practice in the schoolroom an aptness and ability to teach; and that the necessary steps be taken to entitle the holder of such certificate to equal rank and privilege with those holding state certificates.

5 *Resolved*. That the secretary of this board be directed to correspond immediately with the principal of the training school for the preparation of teachers for primary instruction under the patronage of the 'Home and Colonial School Society' in the city of London, with a view of obtaining a teacher of high order, one familiar with the system of primary teaching as now adopted in our schools, and capable of taking charge of, and instructing, a teachers class, such as the foregoing resolutions contemplate; and that he make all necessary arrangements for entering upon the proposed plan at the opening of the spring term.

The resolutions were adopted by the votes of Messrs Talcott, Oliphant, Doolittle, Mattoon and Allen. Mr Richardson voted in the negative.

Quoting from Hermann Krusi, in *Historical Sketches*, "As the result of this action, Miss M. E. M. Jones, a teacher in the Home and Colonial School, London, England, was invited to Oswego and commenced her work on the 1st of May, 1861. Her teaching was essentially based on principles which owe their chief advocacy and practical application to the work of the Swiss school-reformer, Pestalozzi. The more exclusive attention to object lessons as a separate branch of study was of English origin, and has since been greatly modified. Yet it was this new feature in particular which struck casual observers as worthy of attention and imitation, and a practical way to change the usual word — or book — method for one in which real objects could be studied and thus establish a connection between the science taught in school and the exigencies of life. More accurate observers, however, found that *objective teaching* in its broadest sense was the germ from which better methods of teaching number, language, geography etc., could be derived."

Mr Krusi adds: "The Oswego Training School under Miss Jones's direction or even a few years afterwards, could not boast of great numbers. It was composed of volunteers from teachers of the city schools who were willing to spend two hours of the

afternoon for the acquisition of better methods of teaching. The first-class and subsequent classes were reinforced by pupils from this and other states of the Union.

"Miss Jones's labors ended in the summer of 1862, and will always be gratefully remembered. Her work was continued by teachers who had been her pupils and by myself who had assisted in the objective work at the Home and Colonial School from which Miss Jones had drawn her inspiration."¹

Again quoting from Mr Krusi's historical sketch of the Oswego State Normal and Training School: "The surviving instructors during the first two years of the (then) Oswego City Normal School will look back upon that period of its existence with a feeling akin to that which causes some men after an honest and successful struggle of life to look back upon the small beginnings of their work, the little workshop, the small house quarters embellished by affection and hope, the first earnings which, small as they were, gave them even more joy than the later ones of apparently greater value. All will look back with deep feeling toward a cozy room in the second story of the fourth ward school building where assembled each day the teachers and pupils of a school which was destined to step out of its comparative obscurity, to become a

¹"Miss Margaret E. M. Jones was born in London in 1824. Margaret had a fondness for learning, even when a tiny child. No one knew how she learned to read, and at the age of four years no book was too difficult for her. She mastered French and German with little help, committed pages of favorite authors, and celebrated family events with poems. She was advised to be trained at the Home and Colonial School (college) for a governess. On entering this college she found herself delighted with everything taught there, especially every word relating to mental science and the theory of education. She listened to all lectures upon these subjects and reported them even more fully than they were given; her clear far-reaching thought enabling her to go beyond the thing said to the larger thought behind and below the expression.

"At the end of her training at the 'Home and Colonial' she was appointed one of the head governesses. As the Home and Colonial College was the pioneer of all teaching, Whiteland's Training School applied there for a head governess who could give lessons on education, methods and criticism. It was believed there was no one who would serve so well in this as my sister. She was at Whiteland's about one year. For certain reasons she so disliked the work as it was carried on there that she returned to the Home and Colonial and remained there until she was selected to go to Oswego in 1861."—From a biographical sketch written by her sister, Mrs Bessie Coghlan of London, Eng.

favorite foster child of the Empire State, and a model school for similar institutions all over this Republic."¹

No work that involves activity, courage and energy was ever projected without receiving opposition from the ignorant, self-centered or prejudiced element of the community. Doctor Sheldon was destined to experience the truth of this statement. The following is quoted from "Circular of Information," No. 8, 1891, Bureau of Education, Washington, D. C.

Mr Sheldon's observations of the results of the new methods on both teachers and pupils led him to believe that their general adoption in the schools of the country was a matter of the highest importance. Accordingly at his suggestion in December 1861, the board of education sent an invitation to some of the leading educators in different states to come to Oswego to observe the practical workings of the new methods. This invitation was cordially responded to, and at the appointed time a goodly number of educators was present. Mr Sheldon's address is worthy of being quoted in full. He spoke as follows:

"For more than eight years we have been striving to improve our schools, and when we compare them with what they were at the time of their organization we feel that a decided progress has been made; but never have their deficiencies been so apparent as at the present moment. Whatever the improvement, it certainly has not kept pace with our ideas of what it ought to be.

¹Hermann Krusi was born in 1817 in the great stone castle at Yverdon, Switzerland. In this castle Pestalozzi conducted his normal school from 1805 to 1825, the last and most successful teaching years of the great reformer's life. Here Mr Krusi's father was Pestalozzi's first and most efficient associate. When Hermann was four years old his father resigned his position and soon after opened a private normal school in Gais in which the youthful Hermann received his early education. From 1835 to 1838 he pursued academic studies in Dresden and Berlin, visited and studied the workings of the Prussian normal schools, chiefly conducted by men who had been pupils of Pestalozzi. He then returned to Gais and taught in the normal school until the death of his father in 1846 caused the school to be given up. He was now obliged to seek employment elsewhere. He went to London, visited the Home and Colonial School and accepted an invitation to become a member of its faculty. This school aimed to have all its work based on the principles of Pestalozzi. Here he taught arithmetic and drawing and aided in working out methods of instruction in other courses. After teaching in the Home and Colonial School three years he came to America. Here he taught and lectured in different institutions and states until in 1862 he was invited to come to Oswego and assist Miss Jones during the last six months of her work in developing the newly organized courses of instruction. Mr Krusi remained in the Oswego Normal School until 1887, when he resigned, much to the regret of all who were interested in the institution.

"We have asked you here to examine a system of instruction we have been endeavoring to incorporate into our schools, for the origin of which we claim no credit; neither do we claim that the principles of this system are new in this country. For years they have been quietly and almost imperceptibly creeping into our educational theories, and have, although in an isolated and disjointed manner, made their way into our best schools. Good teachers everywhere are working more or less in accordance with these principles, modified perhaps in some degree, and are thus preparing the way for a system of primary education of which they constitute the very web and woof. It is this feature which we claim is new in this country. We have never had any system of primary education based on sound philosophical principles and carried out in a definite and well-arranged course. Whether such is the system to which we now call your attention we leave you to judge. It is for this purpose we have presumed to invite you here today. Should your judgment after a careful investigation accord with our own, it can but lead to a complete revolution in our methods of teaching. It will make teaching a profession, a title it has yet to earn."

Among those who accepted this invitation were David N. Camp, state superintendent of schools in Connecticut and principal of the State Normal School; D. H. Cochrane, principal of the Albany State Normal School; William F. Phelps, principal of the Trenton (N. J.) State Normal School; Miss L. E. Ketchum, principal of the experimental department of the Bloomington (Ill.) State Normal School; H. B. Wilbur, superintendent of the New York State Asylum for Imbeciles; Thomas F. Harrison, W. Nicoll, and George L. Farnham.

A special committee was appointed to prepare a report. After an examination of three days spent for the most part in observing lessons which were intended to illustrate methods of teaching, the committee through its chairman, Professor Phelps, made a long and able report. There is space to quote only its conclusion:

"1 That the principles of this system are philosophical and sound; that they are found in, and are in harmony with, the nature of man, and hence are best adapted to secure him such an education as will conduce in the highest degree to his welfare and happiness, present and future.

"2 That the particular methods of instruction presented in the exercises before us, as illustrative of these principles, merit and receive our hearty approbation, subject to such modification as experience and the characteristics of our people may determine to be wise and expedient.

In conclusion the committee beg leave to present, in the form of resolutions, the following recommendations:

"*Resolved*, That in the opinion of your committee the system of object teaching is admirably adapted to cultivate the perceptive faculties of the child, to furnish him with clear conceptions and the power of accurate expression, and thus to prepare him for the prosecution of the sciences or the pursuits of active life; and that the committee do recommend the adoption of the system in whole or in part, wherever such introduction is practicable.

"*Resolved*, That the system of primary education which substitutes in great measure the teacher for the book, demands in its instructors varied

knowledge and thorough culture; and that attempts to introduce it by those who do not clearly comprehend its principles and who have not been trained in its methods, can only result in failure."

This report lacked the concurrence of one member of the committee, Superintendent Wilbur, to make it unanimous. But not until two years later, at a meeting of the New York State Teachers Association, held at Rochester, did he give public expression to his opinions. Here he gave "a most sarcastic and vindictive paper" against the Oswego schools, their methods, and their superintendent. Again, at the next meeting of the National Educational Association, Doctor Wilbur made a still more damaging criticism of the "Oswego System of Object Instruction." This second report led the association to take action. It accordingly appointed a committee to make a thorough examination of the system of primary instruction pursued in Oswego and to report at its next meeting. This committee was composed of the following named educators: Barnas Sears, Providence; Prof. S. S. Greene, Providence; J. L. Pickard, superintendent of schools, Chicago; J. D. Philbrick, superintendent of schools, Boston; David N. Camp, superintendent of schools in Connecticut; Richard Edwards, principal normal school, Illinois; and C. L. Pennell, St Louis, Mo.

Professor Greene went to Oswego and spent a week in careful study of the newly developed system. He prepared a long and able report on what he saw and heard. This paper he read on behalf of the committee before the National Educational Association, held at Harrisburg, Pa., 1865.

This scholarly report, far too long to be given here, was a *very* pedagogical classic. It was published in pamphlet form by the National Teachers Association. It will repay the students of educational history as well as the teacher who wishes to see a delightfully clear exposition of the philosophy of object teaching, to give it a careful study.

The nearest approach to destructive criticism is expressed in the following terms: "Occasionally the sentences and forms of expression had a bookish aspect and lacked spontaneousness; and there were enough of them if captiously seized upon to make the method appear ridiculous. So again, expressions and terms were sometimes evolved which would not be out of place in a scientific treatise. These, however, at most were but spots on the face of the sun. The whole plan was admirable in theory and in practice."

The next rude wind that threatened the young plant developed in Oswego in 1872. The first warning came in the form of a resolution offered to the board of education: "*Resolved*, That we discontinue object teaching in our junior schools and substitute instead Cornell's primary geography and Appleton's elementary arithmetic." This was the opening gun of a war which was waged for nearly a year. It was aimed at what was imperfectly understood as object teaching. The local papers were filled with letters signed "Tax Payer," "Parents," "Inquirer," "Clericus," "Fifth Ward," "A Mother," "Observer," "Pedagogue," "Facts and Figures," "Consistency," "Educator," "Examiner," etc., etc., not one writing over his own name. The grievances were that "the pupils did not easily pass from one grade to another; that teachers and parents wished textbooks instead of oral lessons; that the expense of sending children to school was greatly increased by having to buy so many textbooks; that the pupils were not able to pass Regents examinations; that the pupils were held in school longer than formerly; and that the number of teachers had been increased."

The following paragraph, taken from scores of similar ones, illustrates the quality of the tirade launched against the new system of education: "I believe that nine out of ten heads of families here look upon the Oswego system of schools as a mischievous, expensive and cruel humbug. If your correspondent, Mr Editor, had the management of public education in this city, he would make many changes. In the first place he would discontinue the high school. There is not justice nor propriety in levying a tax upon the whole people to teach a few people botany or geometry or Latin. He would drop from the public school course of study everything but reading, writing, arithmetic, geography, and grammar. In the next place he would return to the kind and form of school books that were used twenty-five years ago. Object teaching and gymnastics should be sent out of doors again. Are our children more muscular or more symmetrical than they were before they were taught to paw the air in rhythm? The introduction of this principle has of late tended to increase the number of teachers. The more teachers we have the higher price, of course, we must pay for each. A diminished demand would be more economically supplied."

Doctor Sheldon and a few strong friends met these charges in an intelligent and temperate manner. They admitted that mistakes may have been made. And then they tried to explain the true meaning and educational advantages of the new system. But the

"reform movement" was carried. Lessons in color, form, size, animals, and plants were discontinued at the end of the first primary year; map-drawing ceased; Cornell's geography and Appleton's arithmetic were studied to the satisfaction of the parents, if not to the children; no teachers were to be employed who were not natives of Oswego; the high school (for a short time) was abolished, and the objectionable methods were believed to have been dealt a death blow.

In due time Doctor Sheldon was permitted to make the course of study for the school of practice, and to conduct the practice school to meet the requirements of the normal school with the approval of the State Department of Public Instruction. In September 1869, Doctor Sheldon resigned his place as superintendent of city schools and gave his whole strength to the normal and training school.

The following paragraphs are from "Circular of Information," No. 8, 1891, Bureau of Education, Washington, D. C.

Since pupils outside Oswego were seeking admission into the training school, and since its graduates were supplying the schools of other places with teachers, the Oswego board applied to the Legislature for aid from the State in supporting their training school. Their application was heartily seconded by Hon. Victor Moreau Rice, who was then State Superintendent of Public Instruction. Accordingly on the 4th of March 1863, the Legislature of the State of New York passed an act appropriating \$3000 annually for two years to the support of the training school at Oswego, on condition that the people of the city furnish buildings and grounds and other necessary accommodations within one year from the passage of the act, and that fifty teachers intending to teach in the common schools of the State should be instructed in it for as many as forty weeks in each year; and each senatorial district should be entitled to send annually two first-class teachers on the appointment of the State Superintendent.

In a circular dated the 8th of February 1864, State Superintendent Rice announced that the school would be opened on the 17th day of April following. The circular contained a statement of the objects of the school, the course of instruction, and the conditions of admission. Of the course of study it is only necessary to say that it still consisted substantially of mental and natural science and the art of teaching by object lessons. Candidates for appointment were required to be not less than 17 years of age, to give evidence of superior health, of good moral character, and of at least fair natural ability. They had to possess a thorough knowledge of reading, spelling, arithmetic, geography and grammar, and a fair knowledge of algebra as far as quadratic equations, the first book of geometry, the history of the United States, and the elements of natural philosophy. According to an act passed the 7th of April 1866, the city training school became a state normal and training school, provided certain conditions were complied with; and this having been done, the buildings, grounds, and appliances of the school were accepted by the State on March 27, 1867.

The State Superintendent appointed a local board of managers, numbering thirteen, for the local management of the school. Gilbert Mollison, sr was the first president of the board and served in this capacity until his death, November 14, 1912. Up to this date Mr Mollison had signed every diploma (3400) that had been conferred by the school.

An Oswego daily paper issued January 30, 1872, contains a full account of the normal school commencement of that date. On the program we note that Miss Emily J. Rice, a sister of State Superintendent Victor Moreau Rice, gave, instead of a graduating essay, a lesson to children on the habits and peculiarities of the "bird of freedom."

Under "Later Movements in Oswego," Mr Hollis says: "Oswego was the first state normal school in the United States to offer a definite course in the kindergarten methods. Its kindergarten course was established in 1881. The rooms were large, beautifully decorated and equipped at the start with all the kindergarten necessities that good taste could suggest. The kindergarten is free to the children of the city and is exceedingly popular, mothers having to secure places for their children a year ahead. The music, the pictures, the warm colors, the merry games, the busy work, and happy faces of delighted children make these rooms an attractive feature for visitors. After the establishment of this department Oswego graduates had the privilege of watching under skilled direction the unfolding of childhood's buds from the tots of three and four years of age in the kindergarten, through the primary, intermediate, and grammar grades to the high school. The unity of life and the succession of its stages are thus subject to organized observation, and afford concrete and certain data for the working out of methods adopted to those various changes in the child's evolution. "Since 1881 (to December 1897) 132 students have availed themselves of this generous provision, and are now doing efficient work in various sections of our country."

The principals of the kindergarten have been Mrs Clara A. Burr, 1881-86; Amanda Parker Funnelle, 1886-1911; Elizabeth Gleason Holmes, 1911-.

The important events in the school's history from its organization in 1861 to its quarter centennial celebration in 1887 have already been reviewed. It is true that there have been changes in the local board, in the faculty, in the courses of study, and in the school laws; and the student body has several times changed

entirely; but the school has not been swerved from its course. It has been guided by the same principles and actuated by the same aims. Changes have not hindered its progress. Doctor Sheldon often said, "Change is not necessarily progress; but there can be no progress without change."

The quarter centennial celebration brought together a larger number of graduates and friends of the school than any previous event in the school's history. After Doctor Sheldon's address of welcome, a paper was read by Amos W. Farnham on "Our Normal School as Related to the Work Among the Freedmen"; another by Mrs Delia Lathrop Williams on "The Influence of the Oswego State Normal School in the West"; and an address was delivered by Dr A. D. Mayo on "The Normal School in America." Reports were made by the heads of different departments, on their growth and work since their organization.

On this twenty-fifth birthday of the school Mr Krusi and Miss Matilda S. Cooper, who had taught in the institution since its organization, tendered their resignations. This act on their part was keenly regretted by the remaining members of the faculty, by the whole student body, and every member of the alumni association. Doctor Sheldon, Mr Poucher, Mr Krusi, and Miss Cooper had worked in the school side by side for a quarter of a century. In the meantime others had come and gone, but these remained. Truly and with all due respect these may be called the "Normal Big Four"; big in all the essentials required to make the true teacher.

Mrs Margaret Lawrence Jones (Miss M. E. M. Jones, later in life, married her cousin, Mr Lawrence Jones), who was the first to give formal instruction in Oswego, based on Pestalozzian principles, was invited by the local board to be present at the quarter centennial anniversary to observe the growth of the plant whose seed she planted twenty-five years ago. Mrs Jones was also requested to read a paper on Pestalozzianism in England.

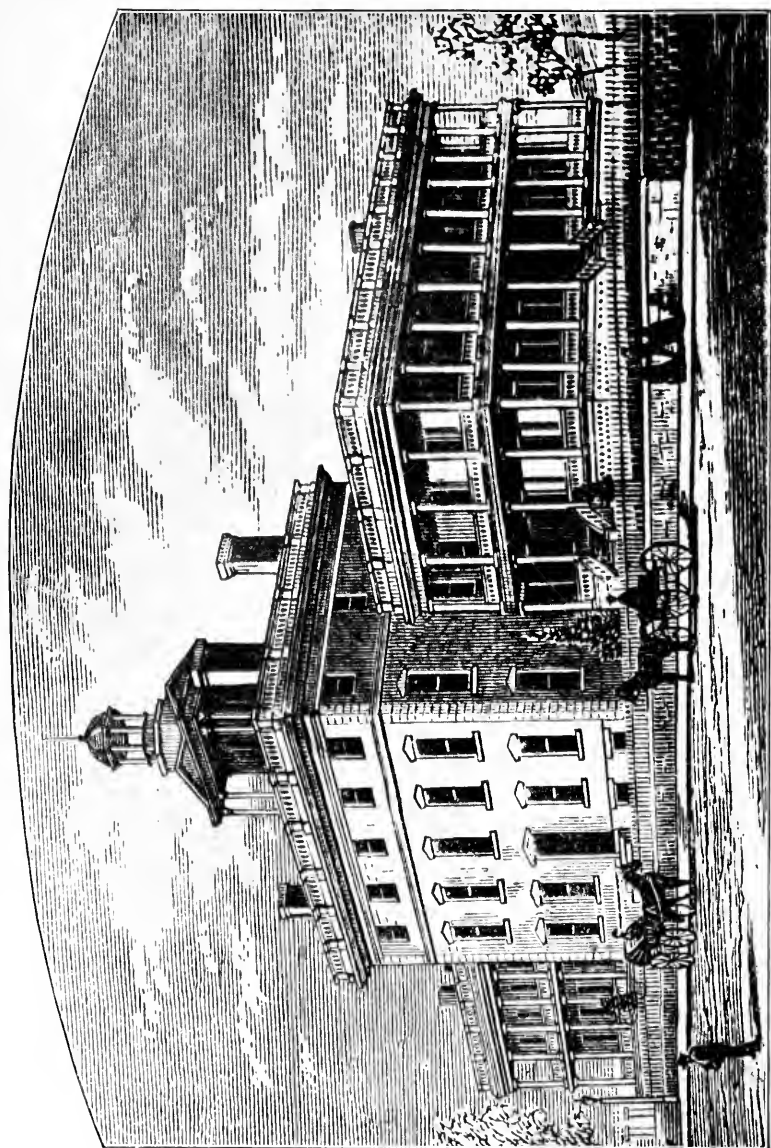
Mrs Jones accepted the invitation and sailed for America. But in midocean, without premonition, her mind left her. On landing she could not recognize Doctor Sheldon nor be made to understand that she had ever done educational work in Oswego. She returned to her own home on the first outbound English steamer. Her paper, which she had carefully prepared on Pestalozzianism in England, was read by Miss Matilda S. Cooper who was Miss Jones's pupil in 1861-62. (The paper is printed in full in "Historical Sketches," Quarter Centennial Report.)



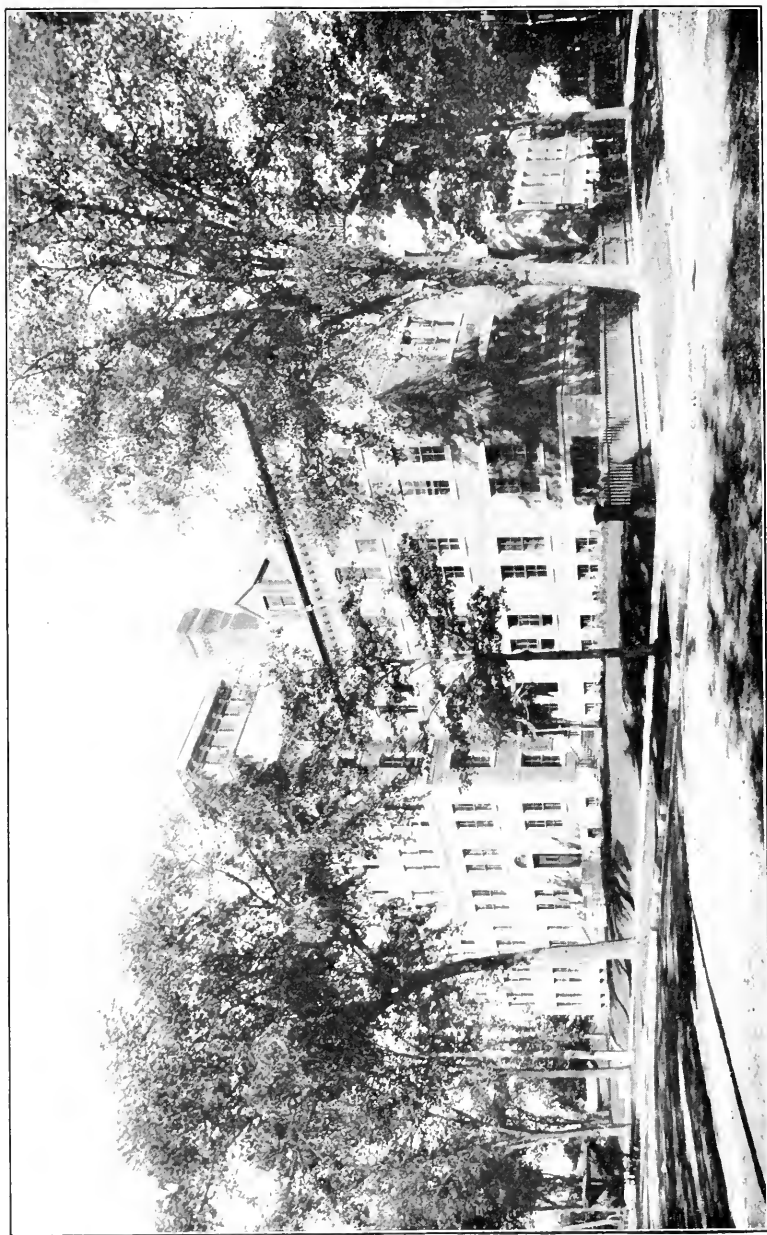
Oswego State Normal School



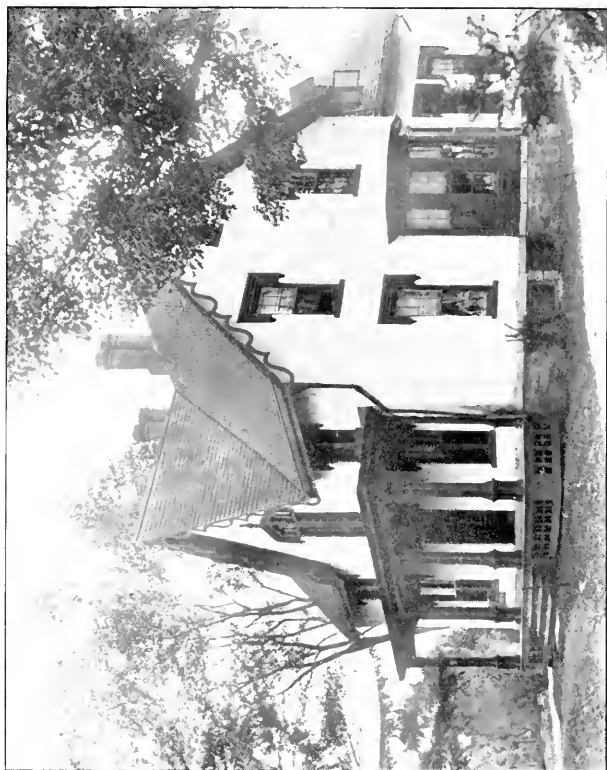
Oswego State Normal School



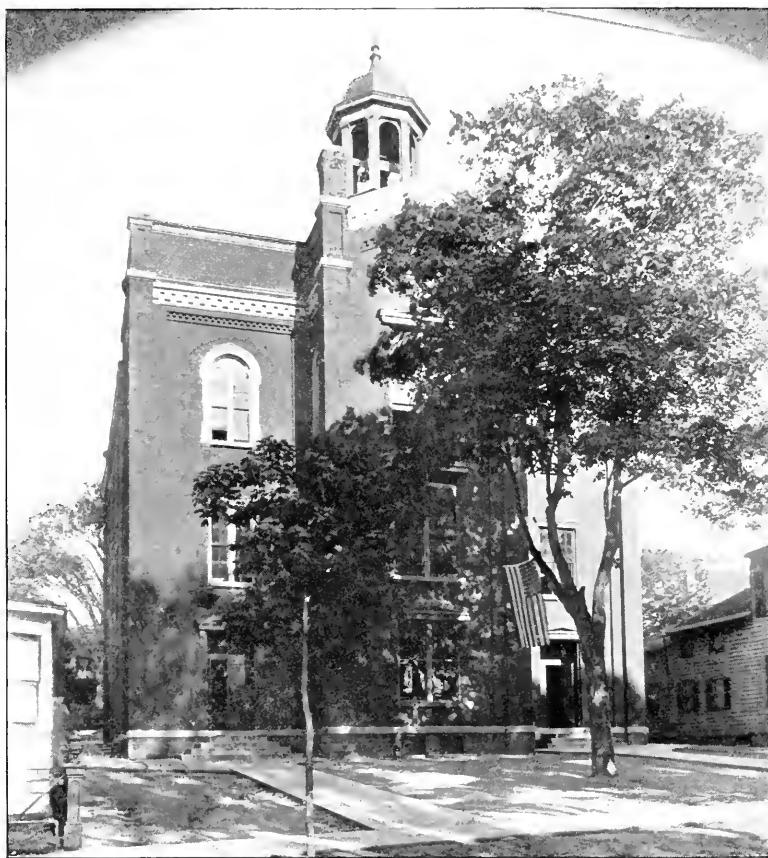
Oswego State Normal School, 1866—79



Oswego State Normal School, 1879-1913



Doctor Sheldon's house, planned and built by himself at Shady Shore,
now the property of the State



The public school building where the first classes of the Oswego State Normal School were held



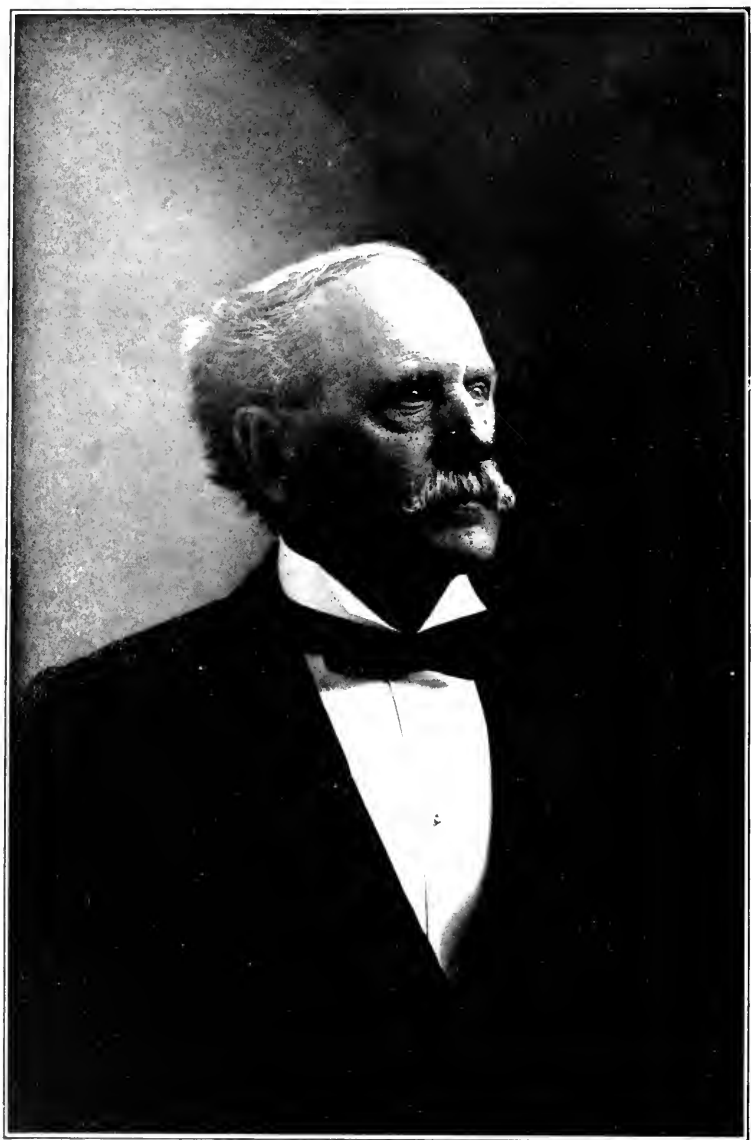
Edward A. Sheldon, principal of the Oswego State Normal School, 1863-97



Miss M. E. M. Jones, Oswego State Normal School



Herman Krusi, who taught in the Oswego State Normal School, 1862-87



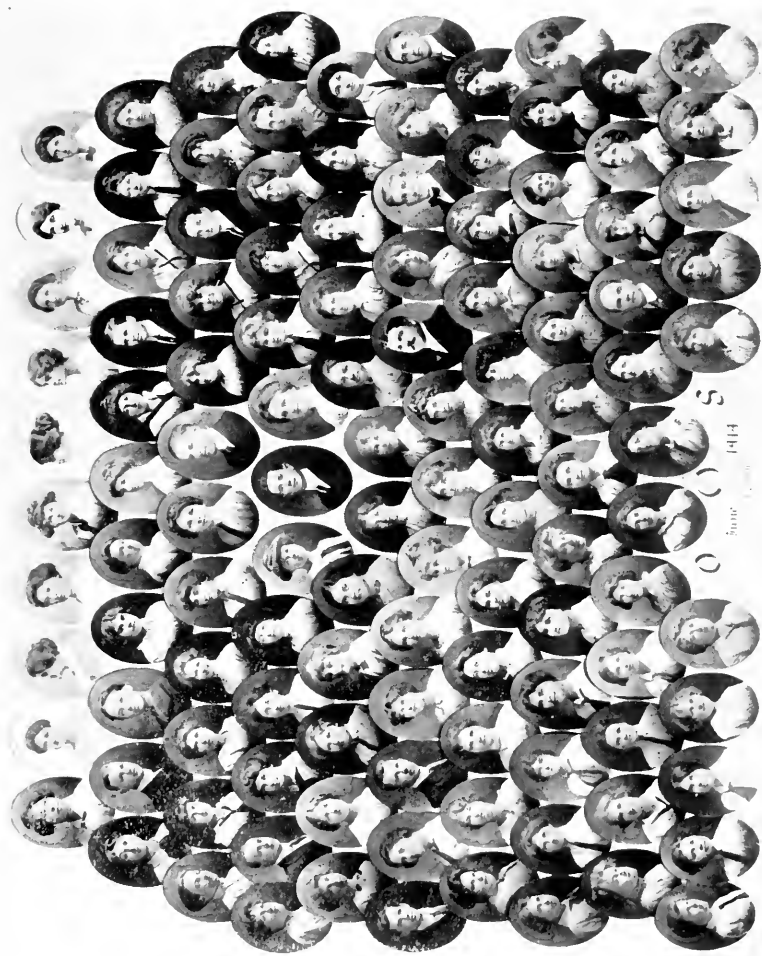
Isaac B. Poucher, principal of the Oswego State Normal School, 1897-1913



James G. Riggs, principal of the Oswego State Normal School, 1913—



Oswego State Normal School faculty



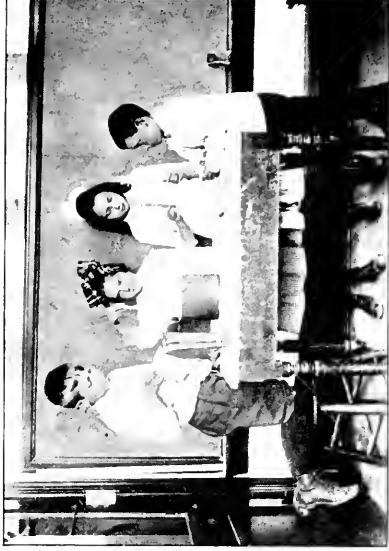
Class of 1914 of the Oswego State Normal School. The first class to be graduated from the new building



Oswego State Normal School snowshoe club



Harvest feast in kindergarten



School project: dipping candles



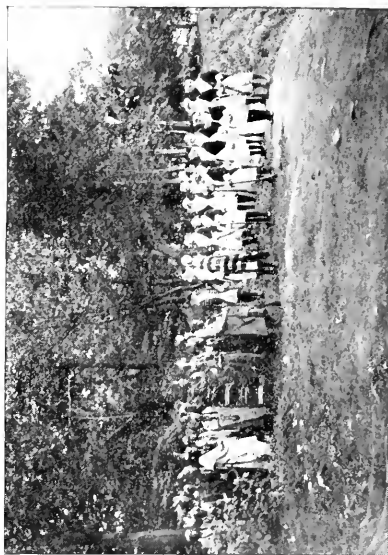
Class in manual training



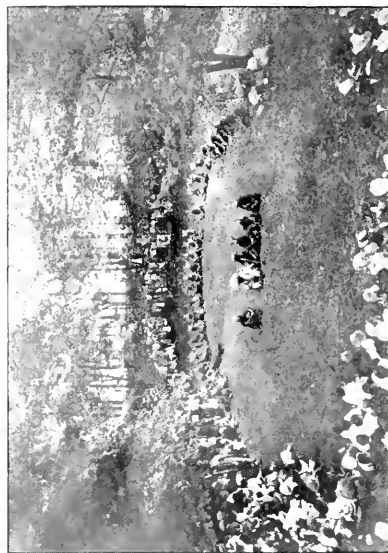
Class in nature study



Pageant: a plea for universal peace



Pageant: treaty of peace
between Sir William Johnson and Pontiac, 1776



Pageant: The Olden Time and the New
(the council of red men)



The May pole dance

Oswego State Normal School



Scene from " The Talisman "



Scene from " The Quest of the Grail "

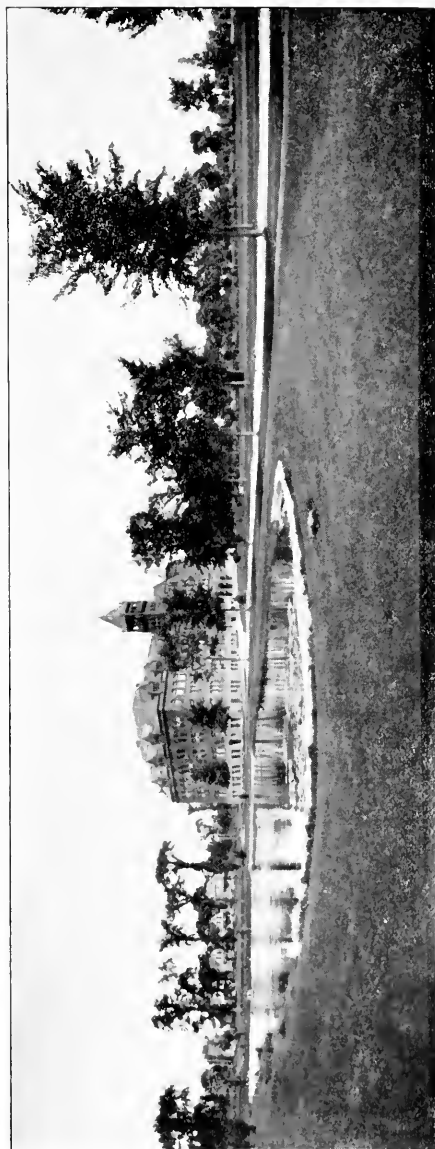


Scene: " Who Is the Mother of Civilization? "

Oswego State Normal School, dramatics



Plattsburg State Normal School



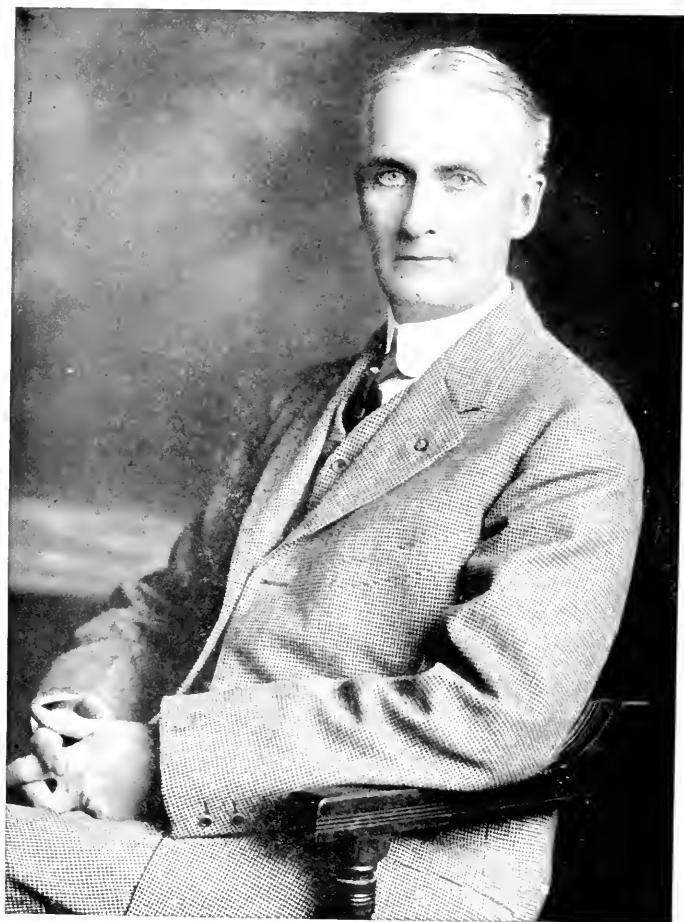
Plattsburg State Normal School



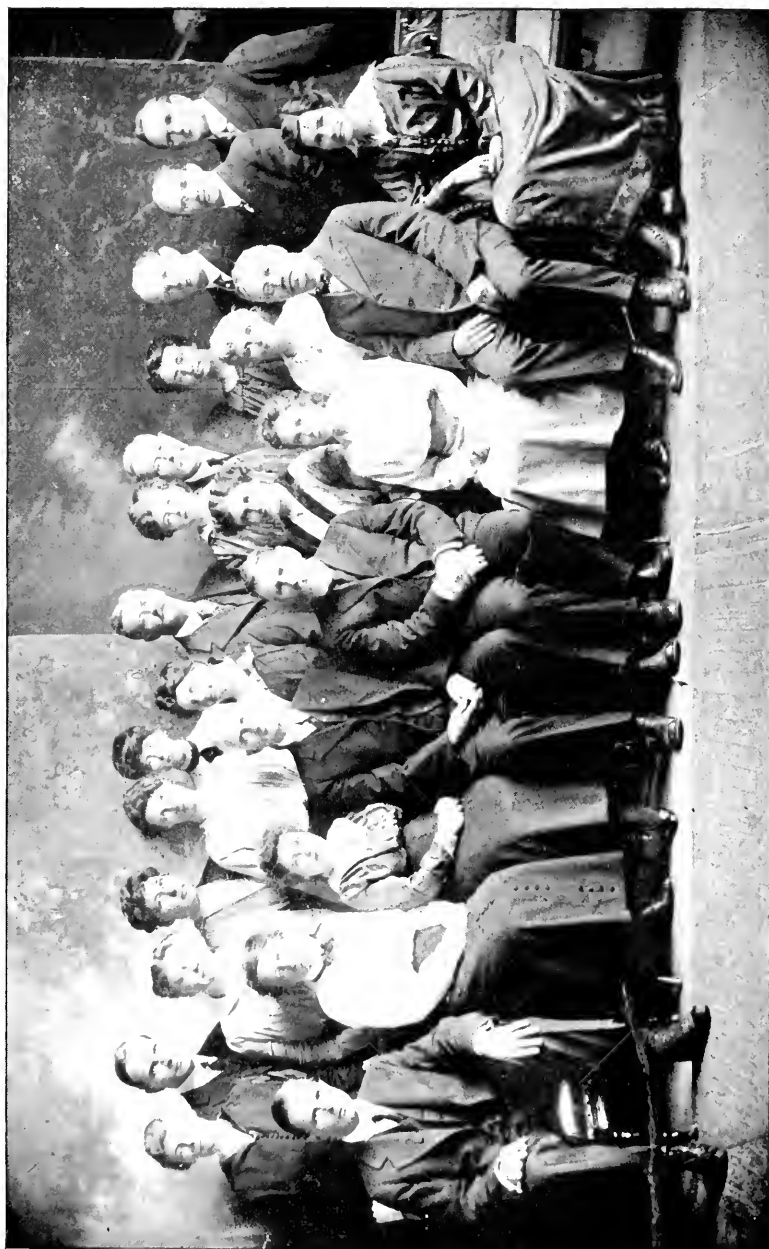
Fox Holden, principal of the Plattsburg State Normal School, 1890-92



Edward N. Jones, principal of the Plattsburg State Normal School, 1892-98



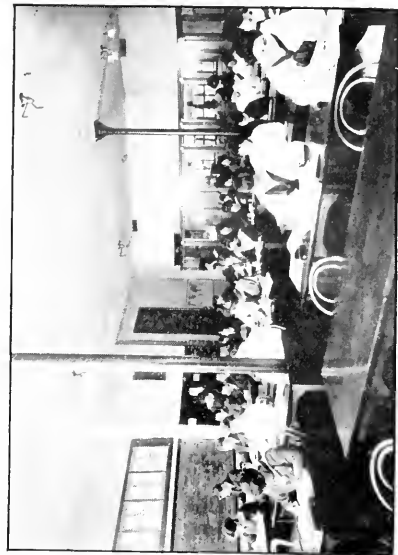
George K. Hawkins, principal of the Plattsburg State Normal School, 1898-



Plattsburg State Normal School faculty



Class in typewriting



Class in accounting



Physical training



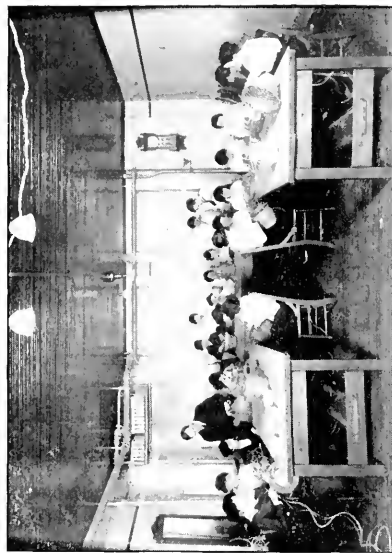
The reference library



Woodworking



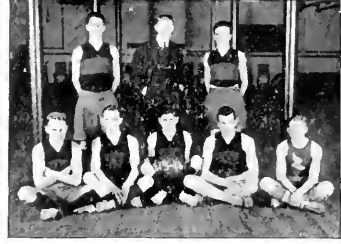
Printing



Basketry



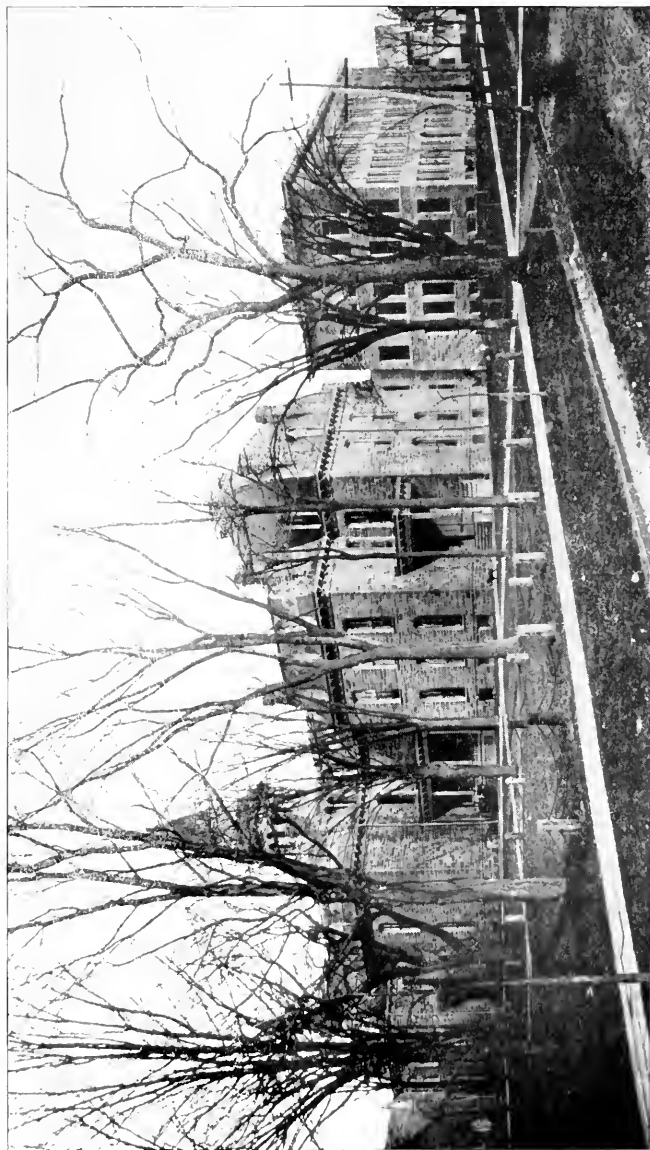
Sewing



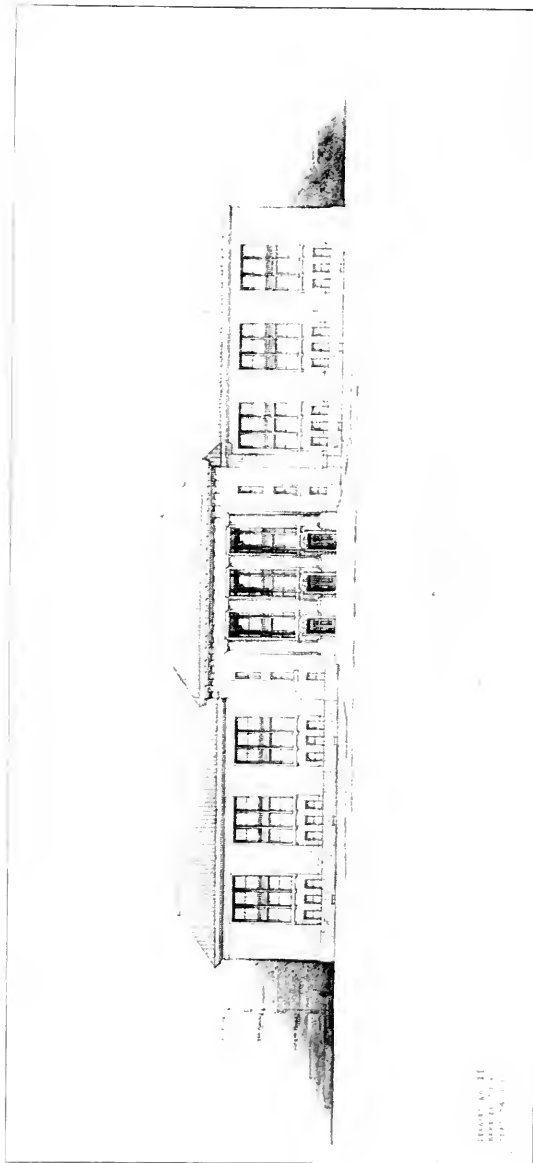
Basketball teams



Senior class, 1916
Plattsburg State Normal School



Potsdam State Normal School



Proposed new building for Potsdam State Normal School

DESIGNED BY
JOHN C. COLE
NEW YORK



Gen. E. A. Merritt, a member of the board of managers of the Potsdam State Normal School for many years



George H. Sweet, secretary of the board of managers of the Potsdam State Normal School



Thomas J. Morgan, principal
of the Potsdam State Normal School, 1880-84



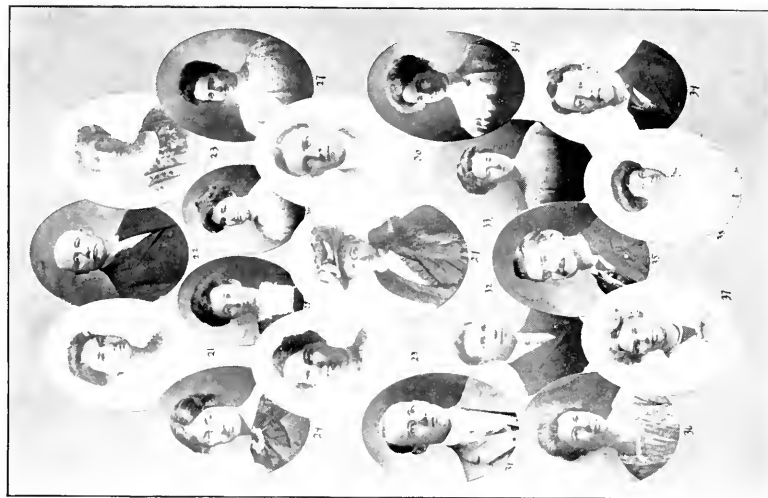
E. H. Cook, principal
of the Potsdam State Normal School, 1884-89



Thomas B. Stowell, principal
of the Potsdam State Normal School, 1889-1909



J. M. Thompson, principal
of the Potsdam State Normal School, 1909-



Potsdam State Normal School faculty

The class of June 1911, had the distinction and honor of being the last class to be graduated at the "old building." On this occasion the commencement address was delivered by Dr Thomas E. Finegan, Third Assistant Commissioner of Education. (Doctor Finegan's address may be found in full in the semicentennial volume.) The semicentennial anniversary exercises were held June 29th, 30th, and July 1st. During this time words of welcome were spoken to the alumni by Amos W. Farnham '75, president of the alumni association; Charles W. Richards '69, superintendent of public schools, Oswego; Gilbert Mollison, president of the local board; Frederick O. Clarke, acting president of the local board; and Dr I. B. Poucher, principal of the school. Responses were made by Mrs Lena Hill Severance '73, Marion Brown '88, Ruth C. Hoffman '97, and Mrs Sarah E. Curry '73. Under "Oswego in Many Lands," Everett M. Stanley '09, spoke on work in the Philippines; Uldrick Thompson '80, on work in Hawaii; Mrs Fannie Snow Hamilton '80, on work in Old Mexico; Sabra M. Hayden '01, on work in Brazil; Mrs Lottie E. Hamilton Underwood '78, on work in Samoa; and Harriet Dailey '97, on work in the Tennessee mountains.

Papers were read by Dr Lida B. Earhart, '95, "The Normal School and the College"; Isabel Lawrence '73, "Our Alma Mater, Past and Future"; Dr Lewis H. Jones '68, "The Greatest Need of our Schools"; Anna B. Herrig '90, "Honor to Whom Honor Is Due"; Bertha W. Fuller '04, "To Lina, Lyman Loveridge '98"; and Mary S. Laing '74, "Founder's Day for Oswego." Mrs Luella Phillips Pierce '88, recited "A Noble Life and True," and Dr William Chandler Bagley, a former superintendent of the school of practice, delivered an address. Greetings in the form of well-timed addresses were brought from Alfred W. Richardson '79, president of the New York Oswego Alumni Association; Mrs Ella Carlisle Ripley '85, president of the New England Alumni Association; and David Hall McConnell, one of the founders of "The Normal Boys' Association."

At this memorable celebration the cornerstone of the new building was laid by Doctor Poucher, and the address was made by Hon. P. W. Cullinan. An inspiring feature of this occasion was the singing of patriotic airs by the children of the school of practice.

The new building, completed and occupied in September 1913, is Doctor Poucher's visible monument which, like a city set on a hill, can not be hid. It was Doctor Poucher who first conceived

the possibility of a new building, who first moved toward securing an appropriation, and who suggested the plans on which the new building is constructed.

In 1887 a two-year kindergarten course was established, the first free kindergarten in any New York state normal school. This was followed by the kindergarten-primary course of two and one-half years in 1896. Teachers who hold certificates of graduation from this course are licensed to teach the first five grades of the public schools of the State.

In 1891 the local board abolished the elementary English course. In 1893 the classical course was abolished and the time of the English course increased to four years; at the same time a scientific four-year course was established. In 1898 the classical course was reintroduced. In 1900 all normal school courses of instruction were abolished, except the kindergarten and kindergarten-primary courses, and an English course and a classical course, each of four years' duration, were established. In 1905 purely pedagogical courses were established in the normal schools.

In 1887 there were but 1415 graduates; in 1911 there were 3405 graduates. In 1887 there were thirteen teachers in the normal school; in 1911, there were twenty-five. In 1903, the school garden was opened under the special care of Charles S. Sheldon. In 1904 the school orchestra was organized. In 1909 an act of the Legislature authorized a contract to be let to construct a new building at a cost of \$340,000, exclusive of furniture and equipment. Previous to this an appropriation of \$25,000 had been made for the purchase of a site. This site contains 27½ acres, and includes the residence and grounds of the late Doctor Sheldon. Its northern boundary is Lake Ontario.

In 1911 the State Department of Education authorized the Oswego State Normal and Training School to open a two-year course in manual training, in September of that year. In 1912 courses in domestic science were introduced. This department was organized by Lydia E. Phoenix, a graduate of Columbia University, and installed in the old chemical laboratory. In 1912 a printing plant was installed, and the publication of a creditable school journal, *The Vocationist*, was begun. The first issue appeared in December 1912.

The dedication of the new building took place in the forenoon of July 1, 1914. On the stage were the members of the local board, the faculty, Superintendent Richards of the Oswego public schools,

Speaker T. C. Sweet, Senator Elon R. Brown, Hon. Charles R. Skinner, former State Superintendent of Public Instruction, Dr J. N. Thompson, principal of the Potsdam State Normal School; Dr E. L. Dana, principal of the Fredonia State Normal School; H. DeWitt DeGroat, principal of the Cortland State Normal School; Dr John H. Finley, President of The University of the State of New York; Dr Thomas E. Finegan, Assistant Commissioner for Elementary Education; Dr I. B. Poucher, retiring principal of the school, and Dr James G. Riggs, Doctor Poucher's successor. The address of dedication was delivered by Doctor Finegan.

The dedication exercises were followed by commencement exercises of the class of 1914, which was the largest in the history of the school. It numbered 169, all of whom began their normal work under Doctor Poucher's administration. The diplomas were presented by Doctor Poucher. After the presentation of diplomas Dr John H. Finley, President of The University of the State of New York, was introduced. He congratulated the city upon having such a magnificent institution in its midst, and the local board for the success of its endeavors. He spoke of the importance of the educational work of the State, and its promise for the future. In closing, he paid a tribute to Doctor Poucher and to teachers generally, and made a plea for better salaries, that the State of New York may hold that which it produces, namely, "the best teachers in the world." Informal remarks were then made by the distinguished persons present.

The alumni banquet, served by the pupils in domestic science, followed the commencement exercises. Dr Amos W. Farnham acted as toastmaster and responses were made by Superintendent S. R. Shear, Poughkeepsie; Principal Caroline V. Sinnamon, Oswego; Dr J. E. Parsons, Marcellus; Elizabeth E. Farrell, in charge of special grades, New York City; Alfred W. Richardson, eastern manager of the Macmillan Company; Principal S. Ray Lockwood, Hannibal; Winifred Ruth Buerman, class of 1914; Dr William M. Aber, State University of Montana; and Mrs Lena Hill Severance, "Mother of the Teachers Pension Bill," Buffalo.

Immediately following the banquet occurred the pageant at "Shady Shore," Doctor Sheldon's old homestead grounds. This was something new in the history of the school. It was written by Miss C. L. G. Scales, and entitled "The Olden Time and the New."

In dramatic tone and action it was a presentation of high order, and was witnessed by an audience of three thousand delighted people. In the evening, at the Pontiac, a reception was tendered by the faculty to the visiting alumni and guests of honor.

PLATTSBURG

The Plattsburg State Normal and Training School was established by act of the Legislature in 1889 and was formally opened for the reception of students on September 3, 1890. Its original cost was \$60,000 for construction and \$25,000 for equipment. Later additions to building and equipment have more than doubled the original expenditure. It is situated upon a campus of ample dimensions which was the gift of Plattsburg and now constitutes the largest and most beautiful park in the city.

The first local board of managers appointed by the Superintendent of Public Instruction, Andrew S. Draper, consisted of the following named gentlemen: Hon. Everett C. Baker, Plattsburg; Hon. Alexander Bertrand, Plattsburg; Hon. Henry G. Burleigh, Whitehall; Hon. Alfred Guibord, Plattsburg; Mr Charles F. Hudson, Plattsburg; Hon. S. Alonzo Kellogg, Plattsburg; Hon. Rowland C. Kellogg, Elizabethtown; Hon. Stephen Moffitt, Plattsburg; Hon. William P. Mooers, Plattsburg; Hon. John B. Riley, Plattsburg; Hon. Lucien L. Shedden, Plattsburg; Hon. William C. Stevens, Malone; Hon. Smith M. Weed, Plattsburg.

At the organization of this board on July 29, 1889, Hon. Smith M. Weed was made its president, Hon. E. C. Baker secretary and Hon. S. Alonzo Kellogg treasurer. A week later Mr Weed resigned from the board in favor of his son, Hon. George S. Weed, whose appointment by Superintendent Draper was immediately filed, and Mr Guibord was chosen president. At the same meeting Hon. S. Alonzo Kellogg resigned as treasurer and Hon. George S. Weed was selected for the position.

During the interval from 1889 to 1915 vacancies due to death, resignation or removal have been filled by the following additional gentlemen: Hon. William H. Hughes, Granville; Dr D. Sherwood Kellogg, Plattsburg; Hon. John H. Moffitt, Plattsburg; Hon. William B. Mooers, Plattsburg; Hon. John F. O'Brien, West Chazy; Mr James Rogers, Ausable Forks; Hon. John S. Shedden, Plattsburg; Hon. John M. Wever, Plattsburg.

In 1893 Hon. Alfred Guibord was succeeded as president of the local board by Hon. John B. Riley who occupies the position at

the present time. At this writing (1915) the board is constituted as follows: Hon. John B. Riley, president, Plattsburg; Hon. E. C. Baker, secretary and treasurer, Plattsburg; Hon. John H. Moffitt, Plattsburg; Hon. John F. O'Brien, West Chazy; Mr James Rogers, Ausable Forks; Hon. George S. Weed, Plattsburg; Hon. William B. Mooers, Plattsburg; Mr John S. Shedden, Plattsburg.

The following have served as principals of the school: Fox Holden, 1890-92; Edward N. Jones, 1892-98; George K. Hawkins, 1898-.

From the beginning in 1890 the school has been organized in two departments—a normal department for professional instruction and a model school for professional training, containing the eight grades of an elementary school.

In 1890 the faculty consisted of twelve members. The principal undertook to teach all the general pedagogy, one teacher was charged with the entire scheme of professional methods, three were engaged in criticizing the attempts of student teachers in the grades and the other seven were doing almost purely academic work of grammar and high school quality.

While the original organization has continued upon the same theoretical basis, it has so far evolved in detail that all the teachers in the normal department are teachers of methods and supervisors of their particular subjects in the model school, and each grade of the model school is presided over by an expert model teacher and critic who is personally responsible for the results in her grade and the training of teachers in the work which it comprehends. The faculty now contains twenty-six members.

During the first two years four courses of study were offered, namely, the elementary English of two years, the advanced English of three years, the classical of four years and the scientific of four years, made by adding two years of each of two foreign languages to the advanced English course. The first year's work of the elementary English course was common to them all and upon the subjects of that year examinations were often given at entrance, or credentials accepted instead. The examinations were simple and it was possible for a good grammar school pupil to pass them and earn the privilege of graduating in one year, two years or three years respectively provided he had reached the age of sixteen.

In 1892 the elementary English course was abolished. In 1897 a three-year course for the training of kindergarten and primary teachers was installed.

Prior to 1900 the courses of study were planned and adopted by the normal school itself, subject to the approval of the Superintendent of Public Instruction, but with only general reference to the other schools. But in 1900 the courses were thoroughly revised upon a basis of uniformity in all the normal schools. The so-called scientific course was abolished, the English course enlarged and made four years in length and the classical and kindergarten-primary courses materially strengthened. At the same time special two-year English and classical courses for high school graduates were established.

In 1901 physical training under an expert teacher was for the first time introduced and in 1904 a small department of manual training was organized which has since developed into a flourishing and productive activity with fine equipment for wood-working and printing on a commercial scale.

In 1905, after the consolidation of educational departments in the State, all preceding courses of study for students who should enter in the future were superseded by a general course of two years for elementary teachers, and a revised kindergarten-primary course of two years, both uniform in all the normal schools. Both these courses were strictly professional in character and based upon high school graduation for entrance.

The era of training courses for special work in particular schools selected for the purpose now opened and in 1910 the Plattsburg school was authorized to conduct a two-year course for the training of teachers for commercial schools and commercial departments of high schools in the State.

In 1912 the kindergarten-primary course, having proved itself to be no longer economical, was abandoned and since that time only a course for elementary teachers and a course for commercial teachers have been maintained.

The latter course has abundantly justified its adoption and is filling an important place in the educational system of the State. The students taking this course are in the majority and are among the oldest and most mature in the institution. Several colleges and normal school graduates are among the number and approximately two-thirds of all the counties in New York are represented. Graduates from this course are now filling in a satisfactory manner responsible commercial school positions in many of the larger towns and cities of the State.

POTSDAM

Potsdam, the seat of the state normal and training school, is a village of about 6000 inhabitants, located upon the banks of the Raquette river in St Lawrence county.

Its fine residences surrounded by well-kept lawns, its broad streets shaded by overhanging elms and maples, and its prosperous business blocks impress the visitor at once with its beauty and thrift. The early inhabitants of the village and the region round about came from Vermont. Even to the present time, the village has many marked New England characteristics. To its New England ancestry, the region doubtless owes its abiding faith in the value of popular education.

In spite, therefore, of a none too friendly soil, the inhabitants of St Lawrence county have transmitted their faith into institutions until the county has the distinction of being the only county outside of Greater New York that has secured for the education of its young people a college of technology, a university, a state normal school and a state agricultural school.

The desire of the people to provide educational facilities for their young people resulted in 1816 in the establishment of St Lawrence Academy. At the time of its establishment, the village of Potsdam was a mere hamlet while the academy itself, as set forth in the words of one of her best historians, is indicative of the self-sacrificing spirit of those who founded it: "On a bright September morn in 1816, with no flourish of trumpets, in an unpretentious, one-story, one-room, five hundred dollar wooden building, this institution embarked upon her mission. One solitary teacher was there as faculty and guiding star of that new-born enterprise. But he was surrounded and energetically sustained in his lonely trust by a score of philanthropic, broad-minded pioneers, through whose liberality and efforts St Lawrence Academy had become a possibility."

Half a century passed and this institution, starting with such a poverty of resources and equipment, but with such a wealth of faith and devotion, became the leading institution of academic grade in northern New York. It attracted students not only from the surrounding region, but became favorably known in Canada as well. By 1886 it was in a most flourishing condition under the principalship of Dr George H. Sweet.

In the meantime the normal school idea had been tried out in the schools at Albany and Oswego and the Superintendent of Public

Instruction, Victor M. Rice, desired to extend the movement by the establishment of four new schools located in various parts of the State. In his efforts in this direction, he found a valuable assistant in the person of General Edwin A. Merritt, at the time a member of the staff of Governor Fenton. General Merritt had become interested in the normal school movement through his brother who was a student in the normal school at Albany.

In 1867 a law passed authorizing the establishment of four normal schools and allowing boards of supervisors, village authorities and trustees of academies to compete for the location, on the basis of providing grounds, buildings, equipment etc.

In chapter 7 of the Recollections of General Edwin A. Merritt is to be found the following account of the location of the state normal school at Potsdam:

There were a large number of applications and among them one from the board of trustees of the old St Lawrence Academy in Potsdam. The board tendered the academy property, including lands and buildings. I was a member of the board and presented the application. I was, at the time, on Governor Fenton's staff. Anticipating that an additional amount of money would be required, I thought that we should require outside assistance.

Learning that there was to be a special meeting of the board of supervisors of the county to partition the county into assembly districts, I took the train from Albany and arrived home in the evening and took the early train the next morning for Canton. Edward W. Foster was supervisor of Potsdam, and I proposed that he offer a resolution for aid, to the extent of \$10,000, to which he demurred, thinking it was useless. I then canvassed the board as hastily as I could before the meeting in the afternoon and arranged to have the resolution introduced by another supervisor, of which I informed Mr Foster. He then consented to introduce the resolution as mine, but for which he would assume no responsibility. I consented to its introduction in that way if he would ask permission for me to be heard.

Hon. Charles C. Montgomery was chairman of the board. Permission was given and I addressed the board and they voted unanimously to aid to the extent of \$10,000 in case the school should be located in Potsdam. A petition was then prepared and circulated about the county, especially in Canton, Ogdensburg, Gouverneur and Malone. Hon. Noble S. Elderkin was active in circulating this petition and it was generally signed by prominent men in the localities mentioned.

I presented this to the board of location with the resolutions of the board of supervisors. A time was fixed for a hearing and it became evident that there would have to be a much larger sum raised to meet the requirements. At the annual meeting of the board of supervisors I appeared before them with Hon. A. X. Parker and the Rev. Dr Fisher, of the St Lawrence University, and asked assistance to the extent of \$40,000. A resolution to aid to the extent of \$25,000, if a school should be located in St Lawrence county,

was passed. Some assurances were also given that the village of Potsdam would also aid. It began to look promising. At the next hearing all the locations which had filed applications were represented. Some large offers were made by cities. After the action of the board of supervisors, Ogdensburg proposed to apply, but did not present it in time for the public hearing. At the time of the hearing no plans for a building had been submitted and I was permitted to address the board giving my reasons why the matter of location should be considered as the determining factor instead of the amount of money offered. I insisted that the purpose of the law was to accommodate all parts of the State so far as practicable, and in case a location was considered desirable and the sum offered by such locality was not sufficient, they should have the opportunity to supplement the same and a reasonable time be given to respond.

This proposition was received with favor by the larger number of applicants. The board took the matter under consideration in executive session. Governor Fenton, as chairman of the board, announced that the proposition of General Merritt was a reasonable one and that the board would hear representatives of the various localities on that basis.

I endeavored to present two points, first, that the rural communities would necessarily furnish the larger number of students and therefore should be accommodated near their homes. I gave the school statistics of St Lawrence, Jefferson and Franklin counties and contended this territory had a just claim for one of the schools. Plattsburg was also an applicant. They proposed to turn over their academy and furnish the amount necessary, and a large sum of money in addition.

My second point was that suitable buildings could be more cheaply built there than any other place in the vicinity on account of cheapness of material and labor. The stone quarry was then open and Potsdam was a lumber market.

The board decided to locate in Potsdam in case assurances were given that the locality should provide \$72,000 in addition to the offer of the academy building, etc., and that should be determined by a given date. In case we failed it was to go to Plattsburg. The board was divided and Potsdam had one majority, Plattsburg as second choice and unanimous. It was deemed best to have a special meeting of the board of supervisors, a town meeting and a village meeting. A call for a special meeting of the board of supervisors was signed by a majority. An active canvass was made by our business and professional men, Hon. A. X. Parker, Judge Henry L. Knowles, Hon. N. S. Elderkin, Henry Watkins, Hon. C. O. Tappan, Rev. Dr Plumb, W. H. Wallace, Dr Jesse Reynolds, A. N. Deming, E. D. Brooks and others.

After the call for the meeting of the board of supervisors, I received private information from John Magone, brother of Daniel Magone, that there was on foot a movement to prevent action by the board of supervisors by injunction, to restrain them from confirming the resolution heretofore passed, and Judge A. B. James would issue such an injunction. Mr Parker, Mr Tappan and Judge Knowles had a conference and proposed new resolutions and a large delegation attended the meeting. An injunction order restraining the board was received, and fixed the hearing for a week after our option would expire. Notice was taken of it, and Mr Tappan was

appointed attorney to represent the board. The board then adopted a new resolution to which no legal exception could be taken. The town and village meetings were held and voted the amount necessary to satisfy the board. The next session of the Legislature passed the law authorizing the erection of the necessary buildings and combined the several propositions and the issuing of bonds to provide the money necessary and naming the commissioners to expend the money. Before the meeting of the board the town of Oswegatchie held a special meeting to instruct their supervisor, Mr Seth G. Pope, to vote against the furnishing of the aid we desired. He had previously voted for this appropriation. He requested me to attend the meeting. Mr Elderkin and I went to Ogdensburg and he urged us to accompany him. The meeting was called for 12 o'clock noon. About half past eleven we started for the town hall and were surprised to find that the meeting had been held and a resolution passed in opposition. Some one had, no doubt, turned the clock forward. Mr Pope disregarded the action of the meeting and felt outraged at the attempt to prevent a hearing. He was a strong and independent man and stood by the position he had taken in the interest of education in Northern New York.

After the location was settled conditionally, all worked with zeal and rendered the most favorable service, and the effort could not have been successful without this cooperation. The effort made to satisfy the public of the desirability of the location of such a school in our midst and the claim that the taxation for such purpose could not be very burdensome and would be spread over several years have been fully justified. It has grown steadily from the beginning, until at present the faculty comprises about twenty-eight members and about twenty-five hundred students have been graduated. The State has been liberal in the appropriations and the school promises to be as useful in the future as in the past.

The school was accordingly established and opened in 1868 with Henry Watkins, C. O. Tappan, Dr Jesse Reynolds, N. S. Elderkin, Aaron Deming, Doctor Fisher of St Lawrence University, John I. Gilbert, principal of Malone Academy, Roswell Pettibone of the Ogdensburg Academy, and A. X. Parker, as members of the first local board.

Dr Malcolm MacVicar was the first principal, a man of deep religious convictions, of broad scholarship, and of sterling character. Coming to Potsdam after a wide experience in many fields of educational work, he established the school upon lines destined to promote its future growth and development. Doctor MacVicar was succeeded in 1880 by General Thomas J. Morgan. General Morgan resigned in 1884 to accept the principalship of the Rhode Island State Normal School. General Morgan was succeeded by Dr E. H. Cook. Doctor Cook gave to the school a period of material as well as scholarly development. While he was principal, the buildings and the equipment were enlarged.

In 1889 Dr Thomas B. Stowell became principal and for twenty years presided over its destinies. His administration covered nearly one-half of the history of the school, while more than one-half of its alumni were graduated while he was principal. To him, therefore, must be given a large share of credit for whatever has been accomplished by the institution.

In 1909, Dr Jeremiah M. Thompson became principal. The five years of his administration have been marked by a large increase in the number of students, by the introduction of courses in manual training, nature study, domestic science, music and drawing and by a readjustment of the work in observation and practice.

That the influence on the school has not been entirely local is shown by the fact that flourishing alumni associations exist in New York City, Utica, Boston, Chicago and Los Angeles.

No history of the school would be complete without mention of the system of teaching public school music developed by Miss Julia E. Crane. This work is music is without doubt the most distinctive contribution of the normal school.

The present faculty of the school is as follows: J. M. Thompson, principal, psychology and pedagogy; Katherine M. Kellas, preceptress, English methods; L. M. McDermott, high school principal; L. D. Taggart, superintendent of training school; Edward W. Flagg, history, literature, history of education; Julia E. Crane, vocal music, methods; Willis E. Bond, mathematics, logic; Wilhelmina Caldwell, principal of kindergarten, methods; Alice Lundelius, drawing, methods; W. L. Hartman, Latin; N. V. Taylor, physics, chemistry, physical geography; Rose E. Reeve, supervisor of history; Jennie C. Johnson, supervisor of language and spelling; Blanche Pierce, assistant in kindergarten; Linnie Merrill, supervisor of penmanship; Arline Dennison, principal of primary department; Marion Forsythe, supervisor of geography; Anna P. Draime, English; Ernest A. Blood, physical director; Hattie M. Smith, domestic science, manual training; Julie T. Walling, English, librarian; Alice M. Grandey, German; J. F. Hummer, nature study, biology; Mabel Hall, Latin, French; W. B. Chriswell, mathematics, methods; Susan Rose, oral expression; Lois A. Reidel, English, drawing; Erva E. Skinner, music; D. S. McFarland, manual training; Luella Sexsmith, history, English; Minnie E. Plank, principal's secretary.

The school consists of the following departments: the training school, the high school department and the normal department.

The training school comprises an elementary school of eight grades together with a kindergarten. The State Syllabus for Elementary Schools is used as the course of study and every effort is made to have the grades of the training school conform as nearly as possible to the corresponding grades in the public schools of the State. A part of the teaching is done by teachers selected because they have been especially successful in teaching in the public schools. Such teaching is observed by the pupil teachers who later take full charge of the grade themselves. The grades not used for observation are taught by the pupil teachers under the close supervision of the teachers of methods in the normal department.

The high school department is organized upon lines similar to the high school departments of the State, but the courses require more work than do those of the regular high schools. There are three courses, one preparing for normal school entrance, one for college, and one for technical schools.

The normal department is a professional school having a two-year course of study. The requirements for admission are equal to those of the best colleges and universities. At Potsdam, the following courses are given: The regular normal course, which prepares for teaching in any of the public schools of the State; the kindergarten-primary, which prepares for teaching in either the kindergarten, or any of the first six grades; and a normal course with special work in music.

TEACHERS INSTITUTES

The origin and development of teachers institutes is a matter of much interest to every one who wishes to know the educational history of our State. Not only were the law-making bodies interested in the training of teachers, but the teachers themselves were so deeply interested that they organized the first teachers institute ever held in the State, gave their time and paid all the expenses incurred. This was true of all institutes which were held for several years, and this at a time when teachers were paid a mere pittance for their services.

The first teachers institute ever held in this State, and probably the first ever held in this country, was organized at Ithaca on the 4th of April 1843. There had been earlier meetings of teachers that have sometimes been called teachers institutes, but they were merely meetings of teachers similar in character to those now held in many cities and villages by the local superintendent. The Ithaca institute was held by County Superintendent J. S. Denman¹ of Tompkins county, and was in session for two weeks. Superintendent Denman was the originator of the system to give instruction to teachers under the plan of teachers institutes, which has become quite general throughout the country.

The principal instructor was the Rev. Salem Town. He was born in Belchertown, Mass., March 5, 1779, educated at Williams College, and given the degree of LL.D. by the Regents of The University of the State of New York. He was at one time the principal of the academy at Aurora, Cayuga county. He compiled a series of readers and was the author of a textbook known as "Analysis of the English Language." After he had conducted such

¹ The death of Jacob Smith Denman occurred yesterday at his home, 277 Dean st., Brooklyn, from a complication of diseases and age. He was born in Springfield, N. J., in 1814 and the next year his family removed to Tompkins county, N. Y. Mr Denman became a school teacher and the first superintendent of public instruction of Tompkins county. In April 1843 he organized the first teachers institute, and thus was the father of an important educational movement. In 1846 he removed to Brooklyn, where he had since lived. For a time he was in the publishing business, but retired a long while ago. His record as a consistent Republican was rounded out in November last by a vote for McKinley and Hobart.—*New York Times*, February 3, 1897.

institutes, at the request of the Superintendent of Common Schools, he made a report as to their value in January 1845, as follows:

TEACHERS INSTITUTES

To the Hon. Samuel Young

DEAR SIR: In compliance with your suggestions, I forward you a brief account of the several teachers institutes I have been called to attend since my last communication, and a synopsis of the course of instruction pursued.

In the month of April last, I met the teachers of Allegany county; and during September and October those of Otsego, Cayuga, Tompkins and Seneca. In each of those counties I found energetic and efficient superintendents; men thoroughly imbued with a right spirit, and having the cause of primary instruction at heart.

The aggregate number of members in those several institutes, to whom instruction was given, amounted to 552. In Seneca county, the term was but one week; in Tompkins it was nearly three, and in each of the other counties two. Up to the present time, I have attended ten county institutes, in which 1115 teachers of common schools have been taught.

It would, perhaps, be unnecessary to give a minute detail of the exercises in all those institutes, or any one in particular, inasmuch as the general course pursued in each, will be comprised in what I propose, respectfully, to recommend to others. It gives me great pleasure, however, to state, that in all those institutes, were many teachers of high standing in their professions, of strong intellectual powers, and very respectable literary attainments; that numbers were advanced to the higher departments of science, in which honorable proficiency was made.

After this brief statement of facts, I proceed, in accordance with your wishes, to give a general view of that course of instruction so distinctly marked out by past experience, and evidently so well adapted to promote the cause of popular education.

1 I think it advisable that the county and town superintendents mutually unite in calling the teachers to form an institute. By this joint cooperation, a more general attendance will necessarily be secured.

2 The county superintendent, by virtue of his office, holds the right of governing the institute, and directing its operations; yet he may, and ought to counsel and advise with the board of instruction, as to any or all matters appertaining to the common interest.

3 Those who are selected to impart instruction (and I consider two, besides the county superintendent, sufficient) should, in all cases, be men of large experience, and who are, or have been, successful, practical teachers. Theorists may propose many things beautiful and attractive, but experience, after all, is the only safe guide. It is by the judicious choice of a competent board of instruction that the main benefits of the institute are secured. It is through their vigilance and efficiency in conducting the exercises with spirit and animation that a proper interest is awakened among the members, and those vigorous efforts called forth, which enable them to master every subject brought under consideration.

4 The superintendent needs to exercise great care as to the educational views entertained and topics to be presented, by such as he may invite to lecture before the institute. He ought in all cases to be satisfied beforehand,

either from personal knowledge, or other sources of correct information, that they are men of large and correct views of educational matters, and which will not merely amuse, but impart practical knowledge to the class. I should not have suggested this caution, had I not, in two instances, witnessed occurrences which seemed to render it necessary.

5 The most convenient times for calling out the teachers of a county are, in April, September, and October: and experience evidently marks *two weeks* as the period of continuance, during which the interest will not subside, nor the energies relax.

6 As teachers institutes are voluntary associations, and all the expenses incurred are borne by the members, it is a matter of great convenience that the superintendent secure places for board beforehand at stipulated prices, and on the most reasonable terms.

7 When the sessions of the institute are first opened, and the members have once chosen their respective seats, it will greatly conduce to order for each to continue the occupancy of the same seat, as usually practised in the schoolroom.

8 Each member ought to bring a slate, pencil, and some approved arithmetic, while the superintendent should see that maps, globes, blackboards etc. are provided.

9 Experience has shown the happy effects, when circumstances permit, of opening each morning session by singing and prayer.

10 The superintendent should preserve the same good order during all the exercises of the institute, as in a well-regulated school.

11 To prevent confusion or delays, each member of the board should know at what times, and in what branches he is to exercise the class, and always be on hand.

12 The reviews of studies are at first confined to such branches as are, or should be, taught in every common school, such as orthography, reading, grammar, arithmetic—mental as well as by slate and blackboard—geography by maps and globes, with drawings, and the analysis of language. When these are thoroughly understood, the higher branches follow in course.

13 The review of each branch should commence with its elementary principles, advancing step by step in regular order as examples of model instruction.

14 It is a matter of great importance that the several exercises of each half day comprise successive portions of at least three different branches, in neither of which ought the class to be drilled over forty minutes at the same time, when a recess of five or eight minutes should follow. Such an arrangement preserves the interest, keeps up a spirit and animation in the class, and prevents anything like dullness or languor.

15 The general questions in all the branches relating to rules, definitions etc., can be profitably answered by the whole class in concert. The analysis of language by prefixes and suffixes, has uniformly been acquired with entire success in this manner.

16 In arithmetic, from fractions and onward, it is advisable to divide the members of the institute into classes of about thirty in each, and exercise them in separate rooms, in such a manner that ten or more can by turns work, explain, or demonstrate on the blackboards at the same time, while

the remainder use the slate. Here the principles of cancellation should be fully carried out and clearly exemplified.

17 In reading, a similar division into classes is found to be the most beneficial course, the teacher himself giving specimens in manner, tones, inflections etc., and carefully pointing out every defect, with its corrective, in those who read.

18 In critical parsing carry out the same arrangement, but with this addition, that when the whole institute comes together after such exercise, let the several teachers repeat any difficult or doubtful points that may have occurred, and briefly discuss them for the benefit of all.

19 In geography all the members may answer in concert on the globes and maps, with the exception of such special explanations as the teacher may occasionally propose to some individual. In connection with this exercise, drawing outline maps on the blackboard and slates is specially recommended.

20 Mental arithmetic should be considered an indispensable exercise, and may come under such arrangements as the board of instruction shall from time to time direct.

21 The board of instruction should, on no account, fail to intersperse the exercises of each day, from the opening to the close of the institute, with brief, pertinent, and practical remarks on educational topics in general, and especially on the best manner of organizing and governing a school and securing punctual attendance, the most successful modes adopted in teaching the alphabet, of commencing to spell and read, of instructing arithmetic, grammar, geography etc.; securing the attention and keeping up a proper interest in school, forming habits of neatness, order and industry, cultivating a correct taste and fondness for reading, inculcating honorable principles of action, a manly deportment, and sound maxims of moral virtue, etc. etc.

22 Two evenings, at least, should be assigned for calling on the members of the institute to state such cases of doubt or difficulty (if any) as have actually occurred in the government or discipline of their own schools, either with pupils or parents, and hearing the opinion of the superintendent in case of a recurrence of similar difficulties.

23 Two evenings, if necessary, should also be spent in listening to the different modes of governing, instructing, or managing the internal concerns of the schoolroom, as adopted by the more experienced members of the institute, with a brief statement of the several results.

24 A few public lectures would be beneficial, if calculated to enlist public sentiment, and secure united effort in behalf of popular education.

25 A short exercise, of six or eight minutes, occasionally, in singing, is recommended as pleasing and profitable.

The members of every institute should be encouraged to cultivate the most kind and friendly intercourse, by the daily exchange of such civilities in their address and deportment, as win the affections and secure lasting esteem.

It may, perhaps, be well to add, that in Tompkins county, where the experiment was first made, the institute has now been in session four times; and most of the teachers who have attended each term have not only perfected themselves in the common routine, but have made rapid advancements in the higher departments of science. Other institutes in other coun-

ties are moving forward in the same line of scientific progression, according to their age; and on the whole, the prospect of triumphant success is most cheering. If the past is prophetic of the future, we may venture to say the continuance of teachers institutes, under the management of competent instructors, will so elevate the literary character of professional teachers, as to give them rank among the learned men of our State.

Teachers institutes are voluntary associations, springing from, and sustained by the very spirit of our free institutions, well calculated to contribute largely to the general diffusion of that knowledge and those virtuous principles, by which alone the stability of our Republic can be maintained, and her perpetuity secured.

I have now given a sufficiently minute detail of the organization, management, and exercises, hitherto carried out, or so recommended in the several institutes in which I have been engaged. That improvements may, in some respects, be made, is not improbable; yet, in the judgment of those who have carefully watched the course and results, it is considered the happiest and most successful expedient heretofore adopted, in behalf of popular education.

By these means pedagogical jealousies are removed, a community of interests formed, the qualifications of teachers more and more improved, popular sentiment enlisted on the side of primary schools, uniformity of governing and instructing children, according to the most successful methods, adopted; the experience of each, becoming common stock for the benefit of all, the enlargement of acquaintance and the contracting of friendships, mind, coming in contact with mind, in the various exercises, awakening and invigorating the intellectual energies, and finally, by improvements in personal deportment and general urbanity of manners, etc.

In conclusion, I am free to say, that during a life of more than sixty years, I have never instanced a more animating flow of good feelings, and a kinder mingling of sympathies among any associated bodies of men, nor a more undissembled manifestation of the finer feelings of our nature, in parting scenes, than I have witnessed at the close of teachers institutes. The members come together, mostly as strangers, and go away with the sympathies of friends.

I hope it will not be thought invidious when I say it has been my lot to be associated with very able and efficient teachers constituting the board of instruction in the several institutes I have attended, and yet, in no case were they more so than in Otsego county.

So far as my knowledge extends, county superintendents have hitherto been very fortunate in their selections; and it is to be hoped from the magnitude of those trusts committed to their supervision, in the education of the educators of our country's hopes, no reasonable efforts will, on their part, be spared, to carry forward, or consummate, what has been so happily begun.

Most respectfully and sincerely yours, etc.

SALEM TOWN

January, 1845

In 1849 Mr Town, upon the request of State Superintendent Morgan, made a second report as follows:

Hon. Christopher Morgan, Secretary of State and Superintendent of Common Schools

DEAR SIR: In compliance with your request, I submit for consideration, a brief outline of the results of my experience, as connected with "teachers institutes," together with what is believed to be the most successful method of conducting them, and imparting instruction.

An institute, in the sense now used, is a voluntary association of common school teachers, assembled for mutual improvement in a knowledge of the sciences and the art of teaching them with greater ability.

These two attainments on the part of the teachers are inseparably connected with the prosperity of our primary schools. But as the main benefits derivable from such associations depend on a judicious management in conducting the several exercises, it may be somewhat important to present a general view of that course of instruction which has been suggested by experience, and hitherto attended with results of reasonable satisfaction.

Perhaps, however, it will not be inappropriate before entering on the main points designed for this communication, to give a few statistical facts, as to the multiplication of these conventions, and the influence they must necessarily exert on the educational interests of the State, if duly improved.

The first teachers' institute held in the State of New York, and probably the first in the world, according to the *present mode of organizing them and conducting their exercises in detail*, was in Tompkins county, in April 1843. The number of teachers in attendance at that time was one hundred. The continuance of the session was two weeks. A catalog of names with resolutions passed by the institute and citizens, was published and sent to every county superintendent in the State. This probably gave rise to the rapid multiplication of similar efforts in other countries.

The whole number of institutes organized in this State, up to the close of 1847, was *sixty-nine*. They have also been established in about half the states in the Union, and are well sustained.

The whole number of institutes in which I have personally engaged as a teacher, is *thirty-three*. Each of these, with few exceptions, was continued two weeks. The number of states, aside from New York, in which I have been called to organize them for the *first* time is *five*. The whole number of teachers brought under my instruction at these several institutes, does not vary much from *five thousand*. The whole number taught in all the institutes held in the State up to the present time, will exceed *ten thousand*. It is probable, however, that something more than one-third of the above number has been counted twice at least, in their attendance at different times.

It is clearly ascertained that the primary schools in those counties where teachers have attended these conventions, are decidedly in advance of those where such opportunities have been neglected. But we now proceed to a more detailed account of the institute itself, with the mode of organizing and conducting the same.

PRELIMINARIES

The laws of our State have made provision for calling out the teachers of a county; but were there no laws on the subject, no county or town

superintendents as in some of the other states, the teachers themselves, by a committee of their own appointment, can raise an institute wherever they choose, independently of legal enactments or official functionaries. In all cases, however, suitable preparations should always be made *beforehand*, for the accommodation of those who may attend; at the same time providing such apparatus as may be needed on the occasion. When convened, the organization under a board of instructors, should be a practical exemplification of a well-regulated model school, and the members of the institute for the time being, are in honor bound, cheerfully and promptly to comply with all good and wholesome regulations.

To carry out the forms of a systematic organization, I would recommend the early appointment of a secretary and assistant, to enroll the names of members and keep a general outline or synopsis of the exercises and business transactions; and also, the raising of the following committees:

- 1 A committee to see that the room or place of meeting is kept in order and furnished with fuel, lights etc.

- 2 A committee on music, that the board of instruction may know on whom to call, and suffer no loss of time by delays.

- 3 A committee to draft and present resolutions for action at the close of the institute.

- 4 A committee to attend to the financial concerns, that is, to receive and pay out monies for such contingent expenses as are taxable in common on those in attendance.

- 5 A committee of publication, in case a catalog of names with the resolutions are ordered to be printed.

These several committees can attend to the duties assigned them without the loss of one scientific exercise of the institute, and when promptly and faithfully discharged the session winds up in good order, with all its business concerns duly closed.

DUTIES OF THE BOARD OF INSTRUCTION

The first duty of the board of instruction, after the organization is completed, is to establish a systematic course of exercises to be carried out in the daily reviews. Those branches which are of indispensable importance to be thoroughly understood by the common school teacher, and to which the attention of the institute should first be directed, are the elements of the language, orthography, reading, arithmetic, English grammar and geography. These being the main branches in a common school education, should under no circumstances be slightly passed over in the drills of an institute.

ILLUSTRATION OF THE COURSE OF EXERCISES

For the sake of illustrating the routine of such a course of exercises in an institute, as I would recommend, let us suppose the organization takes place on Monday, and the exercises commence on Tuesday morning, to be closed on Friday evening of the following week. This will give you *ten* working days. I would now suggest, that the number of exercises assigned to each of the above-named branches should in the main be somewhat like the following synopsis.

On the elements of language and correct articulation, *six* exercises during the session.

On orthography and modes of teaching the same, *three*.

On reading and rules for the same, *five*.

On mental arithmetic, *seven*, or more.

On written arithmetic, *seventeen* at least; viz: *one* on what precedes the simple rules, *one* on the simple rules with illustrations of the fundamental principles of the science. *One* on denominate numbers in general. *One* on decimal, and *three* on vulgar fractions. *Two* on proportions, and *two* on interest and discount. *One* on involution of all powers, and *one* on the square root and its applications. *One* or *two*, as may be necessary, on the cube root, *one* miscellaneous exercise in which the members can propose for solution, any difficulties of actual occurrence in their own experience, and *one* on modes of teaching.

In English grammar, *one* in definitions and explanations of principles, *three* in analyzing sentences, *five* in critical parsing, and *one* on methods of teaching.

In geography, *two* thorough exercises on the use of the globe, *one* in geographical definitions, *six* on outline maps, *one* general and miscellaneous, and *one* on modes of teaching geography. In all cases, commence with the elements of each branch and pursue a systematic course.

At first view, it might seem impossible to do anything like justice to the entire course as here proposed. But the fact is far otherwise; for *all* has been accomplished many times, and (when the session has not been less than ten working days), by a due observance of punctuality, and also economy in time, even *more* has frequently been done.

If the board of instruction are working men themselves, an institute will be found no place for idleness. It is understood, as a matter of course, that the greatest improvement *is here* expected to be made, according to the time allowed. To preserve uniformity in the distribution of time, no *one* exercise should ordinarily exceed *thirty-five* minutes. *Four* of these can be taken up during each half day, and leave time for two recesses of *ten minutes* each, with sufficient opportunity for miscellaneous remarks by the instructors. By a strict adherence to this arrangement, the whole course proposed may during eight days, be completed in a pretty thorough manner, leaving two days, or their equivalent, for the transaction of all business matters, and ample time for such remarks and suggestions on the teacher's profession and duties, as the instructors may think beneficial.

In carrying out the daily reviews, it is desirable to avoid as far as possible, taking up any *two* exercises in succession on the same topic, for example, during the first half day, take the 1st exercise on the elements, the 1st on orthography, the 1st on arithmetic, and perhaps the 1st on English grammar; or select from other branches at pleasure, and thus proceed in a similar change of topics under review from day to day.

In relation to the above course, I have only to say, it is the result of actual experience and not of theory; and in every instance where it has been adopted, I have been gratified to witness the following result:

1 The satisfaction manifested by the members, as to the mode in which the institute has been conducted, exhibiting a fair model specimen of order, of close application and systematic instruction.

2 That a routine of topics always gave more life and animation to the exercises, not only creating, but fully sustaining a good degree of interest up to the very close of the session.

3 That more was accomplished, and greater improvements were actually made in each branch to which their attention was called, and

4 That the members of the institute separated, well satisfied with the advantages they had enjoyed, and at the same time manifesting a desire that another opportunity for similar instruction might again be offered.

OF THE EVENING SESSIONS

These I consider an important and profitable appendage to the institute. If the term for continuing the sessions is ten days, *five* public lectures are all that should be admitted; let these be strictly confined to educational topics. The remaining evenings can be devoted to nothing more beneficial than the discussion of questions relating to school discipline, and listening to the detailed experience of the older and more successful laborers in the profession. Each hour thus spent may be worth years of personal experience to the young teacher, and contribute greatly to his success in imparting knowledge to his own pupils.

THE BOARD OF INSTRUCTION

On this point I must be allowed to speak plainly and frankly, for it is the available advantages sought from the institute itself I am advocating; and I do not hesitate to say, when teachers of a county are assembled under favorable circumstances for holding an institute, any failure in securing the benefits contemplated by such an organization, is mainly if not wholly chargeable on the board of instruction. The choice of men in all respects duly qualified in tact, talent and learning, is the most difficult, as well as the most important preparatory measure in the arrangements. There is no want of men abundantly competent in a literary point of view; but in conducting an institute successfully, this is by no means sufficient. Experience has in *all* cases most clearly shown that the main benefits derivable from these conventions are almost wholly dependent on the skill and ability of those who manage and direct the exercises. The reasons are perfectly obvious. For, as "teachers institutes" are voluntary associations where each individual feels at liberty to remain or withdraw at pleasure, there can be little hope in holding them in attendance, during any considerable portion of the session, unless a good degree of interest is created in conducting the several exercises, and the members become satisfied that personal advantages will be gained by their continuance.

There are always many talented, shrewd and discerning teachers found in every institute, not only experienced but well informed. Such are by no means slow in discerning the capabilities of the board of instruction, and in judging whether *they themselves* will or will not be benefited by attendance.

No man is aware of the tax laid on his intellectual resources, nor the constant draft on his skill and talent for conducting a "teacher's institute" to the satisfaction and profit of the members, till he has made the experiment. Hence, in addition to adequate literary attainments, the following qualifications must also be sought:

1 The ability to gain the confidence and command the respect of the institute.

2 The faculty of awakening such an interest as will secure strict attention to the exercises, not only sustaining, but giving it more and more intensity from day to day up to the very closing hour of the session.

3 The instructors should have a ready tact in giving a favorable turn to every incidental occurrence that may happen, in order to promote and preserve the best state of feeling among the members themselves.

4 They must always be ready to avail themselves of circumstances, judiciously to interpose the daily exercises with brief remarks pertinent to the occasion, and interesting and profitable to the institute.

5 They must closely watch the state of interest manifested in every exercise, and if indications of dullness or decline are discoverable, give a recess, or change the topic at once.

Such qualifications in a board of instruction may be considered the main, if not the only guaranty of a pleasant and profitable session.

CLOSING AN INSTITUTE

I would advise the closing exercise always to be held in the evening. There is something in the *time* which gives more durability to the impressions, and the evening usually calls out a larger audience. If the board of instruction can make arrangements satisfactory to the members of the institute, and have the following exercises at the closing session, the members will separate with the best state of feelings, and the audience be more favorably impressed with the utility of such conventions:

1 Declamation by two of the young men.

2 The reading of a paper got up by the institute, containing anonymous communications, correspondence, news of the day, etc., etc., prepared by the members, and placed in the hands of a committee of editors to assort and arrange, with the privilege of rejecting such pieces as they consider unsuitable or inappropriate.

3 A valedictory address from one of the members chosen by the institute.

4 Remarks from any of the citizens who choose.

5 Closing remarks from the board of instructors.

The above exercises, if carried out, should at suitable times be interspersed with singing, and the session closed with prayer or benediction by a clergyman if present. I have been thus particular to specify the exercises of an institute in detail, and the mode of conducting them successfully, with the hope that it may aid those called to instruct, in imparting to the members a greater amount of practical knowledge in a given time, with an increased ability for instructing children more thoroughly. The standard of primary education can be elevated in no greater ratio than the qualification of teachers are improved. The normal school furnishes the best possible opportunity to those who can enjoy its advantages, but the great body of teachers, if improved, must resort to other means. The institute is, therefore, designed to meet this very case and give every teacher an opportunity to enjoy such advantages as it affords. No one, it is believed, can go thoroughly through a drill of *ten days* in those exercises as above prescribed for an institute, without improving his qualifications more or less in knowledge, as well as in the art of instructing.

In conclusion I will only add, as my deliberate judgment, that these voluntary associations, when conducted as they *should be*, are the happiest expedient hitherto tried, to reach and substantially improve the qualifications of that entire body of our teachers, from whose instructions the great mass of children, both of our State and nation, receive *all* their educational advantages.

Sincerely and respectfully yours, etc.

S. TOWN

December 15th, 1849

Mr Town was aided in his work at Ithaca by the Rev. David Powell and Prof. James B. Thomson,¹ both able men. Twenty-eight teachers attended the Ithaca institute for the full two weeks. The cost was about \$10 a teacher, and this at a time when the average salary paid teachers was \$15 a month for men and \$7 for women. Such earnestness and self-sacrifice in developing a great profession ought not to be forgotten. The following year Superintendent Denman walked nearly two thousand miles in visiting his schools, and addressed about one hundred gatherings of people in the interest of education. In sincerity of purpose, devotion to a cause and unrelenting energy in the accomplishment of a great achievement, Superintendent Denman may well be compared with Horace Mann. The success of this movement may not have been wholly due to the efforts of Superintendent Denman. Possibly the time was ripe for the establishment of teachers institutes.

¹ Thomson, James Bates, educator, born in Springfield, Vt., May 21, 1808; died in Brooklyn, N. Y., June 22, 1883. He worked on his father's farm in summer, attending a district school in winter, till 1824, when he began to teach. He was graduated at Yale in 1834, and was principal of an academy at Nantucket, Mass., from 1835 to 1842. He then went to Auburn, N. Y., and at the request of President Day, of Yale, published an abridgement of Day's algebra for the use of schools. He began in 1843 to organize and extend teachers institutes and similar gatherings, and was actively engaged in this work for the next four or five years. In 1845 he assisted in the organization of the New York State Teachers Association, and was elected its president. He removed to the city of New York in 1846, and resided there and in Brooklyn till 1868, when he took up his permanent residence in the latter city. He received the degree of LL.D. from Hamilton College in 1853, and from the University of Tennessee in 1882. Mr Thomson attained considerable reputation as a conchologist. He published a very successful series of mathematical works, his arithmetical works alone having a sale of about 100,000 copies annually. His books include "School Algebra" (New Haven, 1843); a series of arithmetics (New York, 1845-52); and "Arithmetical Analysis" (1854).—*Appleton's Cyclopaedia of American biography*, p. 98.

Five months before the organization of the Ithaca institute, Mr Stephen R. Sweet opened at Kingsboro, Fulton county, what he called "a temporary normal school." It was in session eight weeks, and the tuition fee was \$3. There were between sixty and seventy students in attendance. At the close of the school a county teachers association was formed, and the following resolution adopted:

Resolved, That a system of temporary normal schools would be an efficient aid in producing the so much desired reform in our normal school system, and the late Kingsboro Normal School under the charge of Mr S. R. Sweet has been productive of results that will tell favorably upon the county of Fulton, and education generally.

There were other activities both within and without the State that served to open the way for the establishment of institutes. The institute at Ithaca was quickly followed by those at Auburn and at Rochester.

Superintendent Young in his report for 1844 says:

Since the appointment of county superintendents, and under their influence, new and voluntary associations called teachers institutes have been organized in several of the counties, from which great improvement has resulted.

In his report for 1845 he says:

In no less than seventeen of the largest counties, teachers institutes have been established during the past two years, in which upward of one thousand teachers have been instructed during periods varying from two to six or eight weeks, immediately preceding the commencement of their respective terms of instruction, by the most competent and experienced instructors whose services could be procured, in conjunction with the county superintendent. These associations are wholly voluntary and the expenses, including board, tuition, the use of convenient rooms, apparatus, etc. have hitherto been defrayed exclusively by the teachers. The course of instruction consists generally of a critical and thorough review of all the elementary branches required to be taught in the common schools, full expositions, and illustrations of the most approved methods of communicating knowledge to the young, and of the proper government and discipline of schools, and a mutual interchange of views and opinions among the teachers, instructors, and superintendent. Among the numerous improvements which the experience of past imperfections has introduced into the practical operation of our common schools, there is none which combines so much utility and value as these local and temporary institutions; and in the judgment of the superintendent they are highly deserving of legislative aid.

The following year a bill was introduced in the Legislature appropriating \$100 each year to each county that established an institute. The bill failed to pass. In 1846 Hon. Nathaniel S. Benton, Superintendent of Common Schools, submitted a report strongly approving institutes, and said:

Teachers institutes have been held in nearly thirty of the counties of the state during the past year, and were attended by more than three thousand school teachers for periods of from two to eight weeks.

Undoubtedly this report resulted in action by the Legislature in providing for a permanent system of teachers institutes. The first act giving a legal status to institutes was passed on the 13th of November 1847, and is as follows:

An Act for the Establishment of Teachers Institutes

Section 1 The treasurer shall pay, on the warrant of the Comptroller, to the order of the several county treasurers of this State, the several sums of money hereinafter mentioned, not exceeding sixty dollars annually to any one county, from the income of the United States deposit fund, to be expended for the use and benefit of teachers institutes as hereinafter provided.

§ 2 Whenever a majority of town superintendents of common schools in any county in this State unite in a recommendation, and file with the county clerk thereof a certificate, signifying their desire that a teachers institute should be organized in such county, for the instruction and improvement of common school teachers for such county, it shall thereupon be the duty of such clerk forthwith to appoint three town superintendents of the county, and notify them of their appointment, to constitute an advisory committee, to make the necessary arrangements for organizing and managing such institute, and such clerk shall also immediately give such public notice in such manner as he may deem proper to the teachers of common schools of the county, and to others who may desire to become such, specifying a time and place when and where the teachers may meet and form such institute.

§ 3 Whenever any institute shall have been organized as herein provided, it shall be the duty of said committee, and they shall have power to secure two or more suitable persons to lecture before such institute upon subjects pertaining to common school teaching and discipline, and various educational subjects which may be deemed calculated to qualify common school teachers, and to elevate the profession of teaching and to improve common schools, and said committee shall keep an accurate account in items, of the necessary expenses of such institute in procuring said lecturers, and otherwise, and shall verify said account by affidavit, and deliver the same to the county treasurer to be audited by and filed with him when application shall be made to such treasurer, as hereinafter provided.

§ 4 Whenever any county treasurer shall receive satisfactory evidence that not less than fifty, or in counties of under thirty thousand population, then not less than thirty teachers and individuals intending to become teachers of common schools within one year, shall have been in regular attendance on the instructions and lectures of the institute in the county, during at least ten working days, he shall audit and allow the account which shall be presented to him by the committee aforesaid, and shall pay over to said committee the amount so audited and allowed, not exceeding sixty dollars in any one year, to be disbursed by said committee in paying the expenses incurred by the institute as aforesaid.

§ 5 Every such committee shall annually transmit to the State Superintendent of common schools a catalog of the names of all persons who shall have attended such institute, with such other statistical information and within such time as may be prescribed by the said State Superintendent.

§ 6 This act shall take effect immediately.

Under the provisions of this act, no institute could be organized unless a majority of the teachers present at the time mentioned for such institute voted in favor of its organization.

In the fall of 1847 David P. Page, the principal of the Albany State Normal School, attended institutes in eleven counties, at which the total attendance was one thousand. He expressed the following opinion of the value of these institutes:

In conclusion I may say I have on the whole seen nothing to diminish but much to strengthen my convictions of the utility of teachers institutes, provided they are ably conducted, and confined to their legitimate objects.

In 1851 no appropriation was made by the Legislature for the aid of institutes, but in 1852 the amount was increased from \$60 to \$100 for each institute and the necessary amount appropriated therefor.

The institutes were not distributed throughout the year; therefore there was a great demand for instructors for the few weeks during which they were generally held, and none at all for the remainder of the year. This made it impossible to find enough competent instructors to meet the demand during the institute period, and the fact that the work was not continuous made it unprofitable for anyone to train himself especially for institute work.

Attendance at institutes was optional for many years. In order to make the institute a success financially it had to be popular to secure a good attendance, so there was a temptation to secure speakers solely because of their power to entertain an audience upon popular questions.

These conditions brought into the field a great variety of speakers. There were many local speakers, some excellent like Thomas K. Beecher who addressed many institutes, but more who had no message for anyone. Elocutionists were popular and many entered the field because they had books to sell or for other similar reasons. Others sought and obtained employment because they believed their appearance at institutes would further some cause or interest in which they were concerned. These things tended strongly to lessen the value of institutes and prejudice the public against them.

In his report dated January 7, 1851, Christopher Morgan, Superintendent of Common Schools, says:

In most of the counties of the State, so far as can be ascertained from reports transmitted to this Department, no institutes have been held during the past year. . . . This state of things is much to be regretted. In conjunction with the state normal school, the periodical assemblage of the several teachers of each county for a few weeks prior to the commencement of their spring and fall terms is calculated to produce the most beneficial results upon the improvement of the schools by elevating the qualifications of their instructors, and familiarizing them with the best and most approved modes of teaching. The law should, in the judgment of the Superintendent, be so amended as to secure these results in the most efficient practical mode. The appropriations to the respective institutes should be increased, and the duty of convening and organizing them devolved upon some officer officially connected with the common schools, instead of the county clerk.

Under the leadership of Victor M. Rice there was a new impetus of interest in the common schools, and the institutes profited by this, but they did not become so effective as it was hoped they would.

The creation of the office of school commissioner in 1856 did much to reestablish the institutes in popularity, but irregularity in attendance continued to interfere seriously with their value.

In his report dated February 2, 1863, Superintendent Rice in speaking of the institutes says:

No other provision for the instruction of common school teachers has been more successful than these modern organizations; and it is gratifying to be able to report that the importance of their agency in the successful operation of our school system within the past few years, is universally acknowledged and appreciated. They are now held annually in nearly every county for a period of ten days or more.

Superintendent Weaver, in his report of February 26, 1872, says:

For the greater number of persons who engage in teaching, institutes are the only means of special preparation. They are held annually in nearly all the counties of the State, for a period of two weeks, and beside conveying instruction to teachers, exert a wholesome influence in educating public sentiment in support of better schools.

Up to 1878 the institutes were generally in session for two weeks, but only a small portion of the teachers attended for the whole session, and of those some would absent themselves from the sessions which failed to offer something of interest or value to them.

The amount appropriated by the State for the maintenance of institutes increased gradually from \$60 for each county in 1847 to \$40,000 for the whole State in 1899. In 1862 a law was enacted

allowing local authorities to pay their teachers their regular salaries while they were in attendance upon institutes. In 1885 attendance was made compulsory, but attendance of teachers from the city schools was not necessary or usual. City institutes were held in 1896 and each year thereafter until institutes were abolished. Nearly every city of the State held one or more institutes, and several of them held an institute each year.

The employment of many different persons as institute conductors, many of them not very well equipped for the work, and all working independently, was a source of much dissatisfaction, so in 1881 a corps of institute instructors was appointed, composed of James Johonnot, R. E. Post, Francis P. Lantry and John Kennedy. All had had much institute experience, and seemed well fitted for the work.

It is interesting to note the character of the men and women who made the institutes what they were. It would make a volume if all were mentioned, but it is feasible to call attention to a few of the more prominent, those who were prominent at the time of their connection with the institutes, or who became so in educational work at a later day.

Practically all the normal school principals and many members of the faculties of such institutions did much institute work, and many of them rendered an invaluable service. The State Superintendents of Public Instruction and their deputies also took an active part in giving instruction in these institutes.

Mr James Cruikshank was for many years a very popular institute worker. He was born in Argyle, Washington county, in 1831. He was graduated from Union College. With his brother he established a boarding school at Bellport, N. Y. For the eleven years following 1855 he edited the New York Teacher and conducted teachers institutes. He was at one time president of the New York State Teachers Association, and was one of the founders of the National Education Association and also one of its officers. In 1866 he was elected associate superintendent of schools in the city of Brooklyn. Later he became the principal of school 12, and for twenty-five years was principal of the evening high school.

Another popular institute worker was Norman A. Calkins, for a long time one of the assistant superintendents of the New York City schools. He made a specialty of primary work and was a strong advocate of object lessons. He was one of the founders of the National Education Association and served at different times as its treasurer and its president. He was born in Gainesville in

1822, served as town superintendent in 1845, and taught at Castile and Gainesville before going to New York.

David H. Cruttenden was also a popular institute worker in the early days. He was born in Saratoga county in 1816. He was graduated from Union College and became a very successful teacher, at one time being superintendent of schools at Binghamton. Possibly Mr Cruttenden did more institute work in this State than any other man. He conducted 16 institutes in the county of Suffolk; he also conducted institutes in the state of Maine, and for a short time was in charge of the normal school in that state.

Jonathan Tenney was born in Corinth, Vt., in 1817. He was graduated from Dartmouth, taught school, learned the printer's trade, and studied law, medicine and theology. He came to this State as an agent of a life insurance company. In 1869 he became principal of the union school at Owego. Two years later he resigned to devote himself to institute work. In 1873 he was a candidate for the office of State Superintendent of Public Instruction. He was not successful but was made deputy superintendent, and did a great amount of institute work.

Charles T. Pooler conducted his first institute in 1860 and continued to do more or less institute work for many years. He gave himself wholly to this work after 1872. He was born in Connecticut in 1820, and was graduated from Wesleyan University. He studied law and was admitted to the bar. He was the principal of the Middletown High School, and afterward taught in Canton and Ogdensburg. He taught in Potsdam for three years; then opened a private academy there. For three years he was superintendent of schools at Akron, Ohio. For the next three years he was the principal of the Deansville Academy, and then served as school commissioner for nine years. He was the first president of the State Association of School Commissioners. He gave special attention to civil government and phonics. He always kept in mind the limitations of those to whom he was speaking.

The teachers institute force was given a permanent organization in 1881. Hon. Neil Gilmour, State Superintendent of Public Instruction, has the honor of establishing the first permanent force of institute workers in the State. Previous to 1881 the men and women who had been employed in the institute service did not give their whole time to the work and were employed temporarily. When this force was placed on a permanent basis men were employed the entire year and paid a salary by the State. The first men designated for permanent service in this capacity were James

Johonnot, Ruggles E. Post, Francis P. Lantry and John Kennedy. Mr Kennedy served as superintendent of schools at Batavia for many years, having resigned from that position only a few years ago. He is generally known throughout the country as the originator of the plan of individual instruction or the "Batavia system." There were other persons employed in the institute service but these men were placed in charge of the institutes, arranged the programs, supervised the work and carried out the instructions of the Department of Public Instruction. The others were employed in this service to assist in the work under the direction of the conductors, and they were known as lecturers and instructors.

It will also be observed from the list given below that Dr Henry R. Sanford, who was appointed in 1885, served until 1911, or a period of twenty-six years. Doctor Sanford had the distinction of having been in this service for a longer period of time than any other person. The list of regular institute conductors, since the establishment of the service by Superintendent Gilmour in 1881, is as follows:

Teachers Institute Conductors

And the years in which they served

James Johonnot	1881-1886
Ruggles E. Post.....	1881
Francis P. Lantry.....	1881-1884
John Kennedy	1881-1882
John H. French.....	1881-1890
Eugene Bouton	1884-1886
Henry R. Sanford.....	1885-1911
Samuel H. Albro.....	1886-1892
Charles T. Barnes.....	1887-1892
Isaac H. Stout	1887-1898
Augustus S. Downing.....	1890-1894
Welland Hendrick	1893-1898
Archibald C. McLachan.....	1893-1898
Percy I. Bugbee.....	1895-1898
Darwin L. Bardwell.....	1898-1899
Charles A. Shaver.....	1898-1911
Irving B. Smith.....	1900-1906
Philip M. Hull.....	1900-1911
Sherman Williams	1900-1911
J. M. Thompson.....	1906-1909
William H. Squires.....	1909-1910
O. L. Warren.....	1910-1911

In 1890 the teachers in the schools in union free school districts having a population of 5000 or more that employed a superintendent who gave all his time to supervision were excused from attendance,

but only a small portion of these schools took advantage of this act, and many that did so for a year or two thought it a mistake, and resumed the practice of closing their schools for the institute week, and required their teachers to attend.

State summer institutes were established in 1896, and were discontinued after 1906. These institutes were held as follows:

Glens Falls	Chautauqua	Thousand Island Park	Ithaca	Greenport	Cliff Haven
1896	1896	1896			
1897	1897	1897			
	1898	1898	1898	1898	
	1899	1899			
	1900	1900			
	1901	1901			
	1902	1902			
	1903	1903			
	1904	1904			1904
	1905	1905			1905
	1906	1906			1906

James Johonnot was born in Bethel, Vt., in 1823 and taught school in that state four years. He was principal of the Jefferson School in Syracuse for some time, but obtained a leave of absence to attend the normal school at Albany from which he was graduated. For a year he was the state agent of the State Teachers Association. After this he did independent institute work with David H. Cruttenden. In 1857 he assisted Doctor French in preparing a gazetteer of the State. In 1860 he became principal of the high school at Joliet, Ill. In 1872 he was made principal of the normal school at Warrensburg, Mo. In 1875 he became the principal of the school at Deposit, N. Y., and a year later moved to Ithaca and devoted himself to institute work. Altogether he conducted more than 200 institutes in this State. He was a remarkable man and one of the most efficient conductors the State ever had. He was by nature a radical and his value was in part due to this characteristic. He was always sweet tempered, no matter how hard he might be hit. He always fought for a cause, and was never personal in his attacks. He was not regardful of his personal interests, always sinking himself in the cause he advocated. He was the author of many books, some of which are still largely used.

Ruggles E. Post was born in Stockton, Chautauqua county, in 1828. He was graduated from Fredonia Academy and began teaching when only sixteen years of age. He was principal of the following schools in order: Fredonia Union School, Ellington

Academy, and Chamberlain Institute at Randolph. He did much institute work before his appointment on the regular force.

Francis P. Lantry, a man of great natural endowments, was a popular institute conductor and an excellent instructor for many years.

John Kennedy was one of the very strong institute conductors. He was always accurate, always positive, and always popular. He was born in England in 1846, but came to this country very early in life. He served in the army during the Civil War, attended Cornell University but did not stay to be graduated. He was at one time associated with Harper Brothers. At different times he did much institute work. He has written several books, including "The School and the Family," "Word Analysis" and a "Stem Dictionary." He was chosen superintendent of schools at Batavia, N. Y., where he remained many years, and became widely and favorably known for his work in individual instruction which has become generally known throughout the country as the "Batavia system." Mr Kennedy resigned as institute conductor in 1883 on account of ill health, and was succeeded by Eugene Bouton who did not long remain in the work as he was elected principal of the New Paltz Normal School.

In September 1878 Conductor Kennedy was assisting in an institute held at East Durham in Greene county. At the close of the institute Mr Kennedy was asked by the teachers to remain twelve weeks longer at their expense. They offered him the same pay that he was receiving from the State. He informed them that the State had engaged him for the following week and for other weeks as far ahead as December, and that he must fulfil his engagements. They then proposed to him to come in December, though that would involve the abandonment of their schools and their pay. He finally accepted an engagement for ten weeks, and the long winter institute was held. Forty-five teachers, including some of the most highly paid men in the country, registered themselves and remained throughout the entire period.

Henry R. Sanford was appointed a regular member of the institute corps in 1885, but he had done much institute work before that, the first being in 1865. He continued in this work until institutes were abolished. Probably no other man has spoken to so many teachers now living as did Doctor Sanford, or was personally known to so many. He was born at Penn Yan in 1837 and was graduated from Genesee College (now Syracuse University) in 1861. He was principal of the schools at Red Creek, Clyde, Ovid



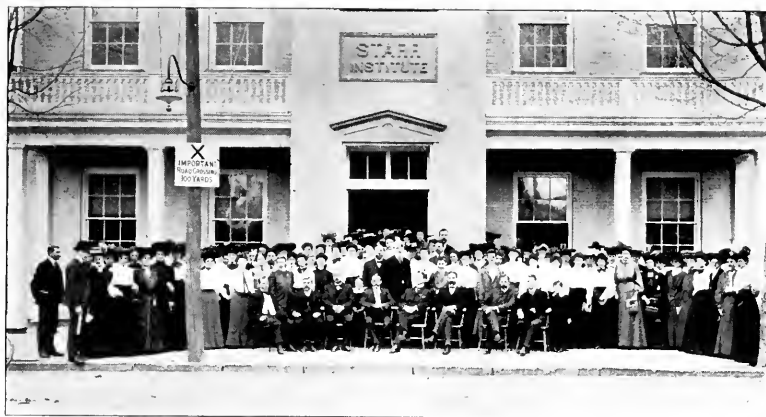
Jacob S. Denman, founder of teachers institutes, 1838



Teachers institute, third commissioner district, Chautauqua county, Ellington



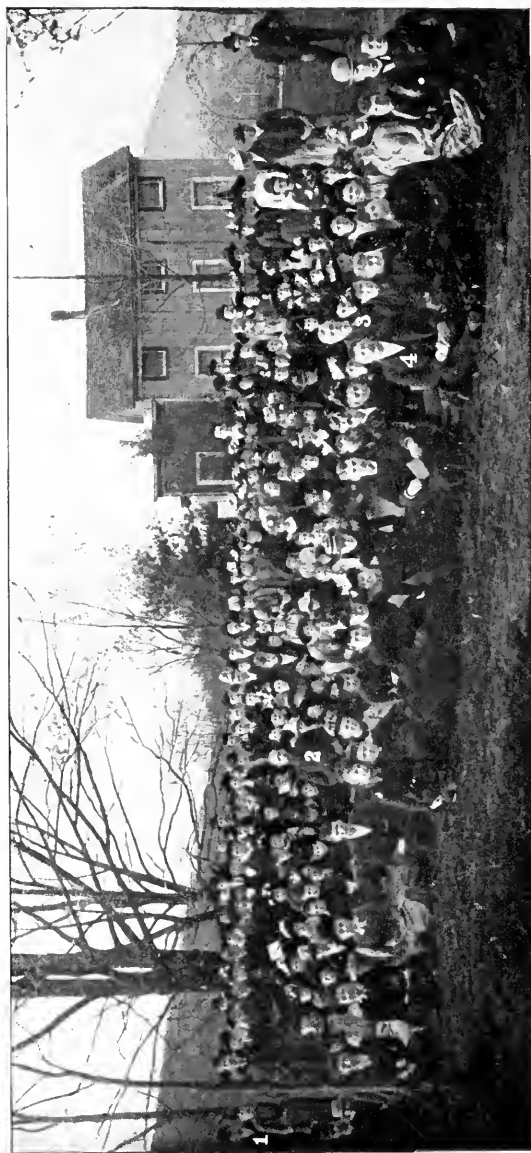
Teachers institute held at Corning in 1870



Teachers institute, second commissioner district, Dutchess county



A county institute at Chautauqua assembly grounds, with 600 teachers in attendance. About the last institute held in that county



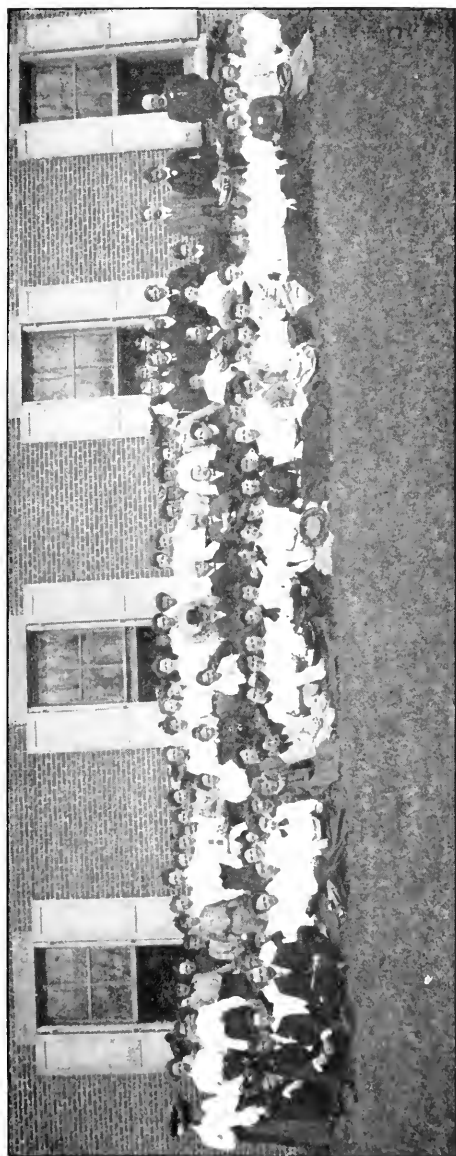
Teachers institute held at Windsor about 1890

1 J. E. Hurlburt, superintendent 2d Broome district

3 Charles T. Barnes, conductor

2 Elber D. Devine, school commissioner

4 George Winslow, principal at Windsor



Teachers institute, first commissioner district, Clinton county, Keeseville, week of May 2, 1904



Teachers institute, second commissioner district, Broome county, Endicott, 1904



Teachers institute, Windham, October 1890



Teachers institute, Richmondville



Teachers institute at Jordan, Onondaga county, about 1890. J. W. Hooper, school commissioner of Onondaga county, 1873-78, and author of "Fifty Years in the Schoolroom," stands at left of picture near bicycle.



Teachers institute, Windham, October 1890. Dr Henry R. Sanford, conductor



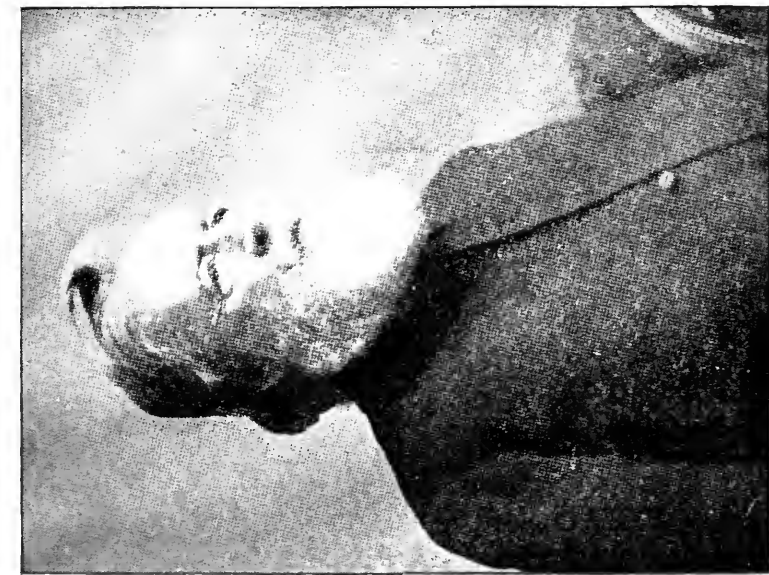
Faculty of summer school, Cliff Haven, July 1904



From History of Free Masonry of New York
Rev. Salem Town



From National Biographical Encyclopedia
James Cruikshank



Rev. Thomas K. Beecher



Jonathan Tenny



Esmund V. De Graff



Charles T. Pooler

Teachers institute conductors



Henry R. Sanford

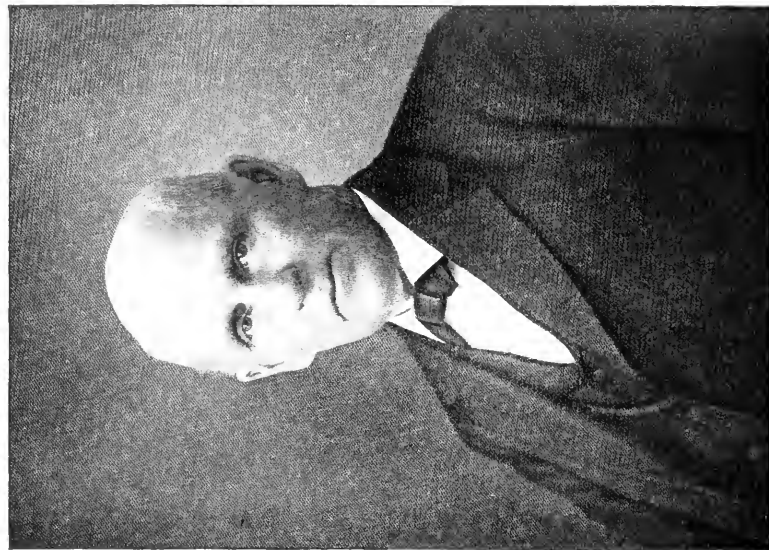


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John H. French



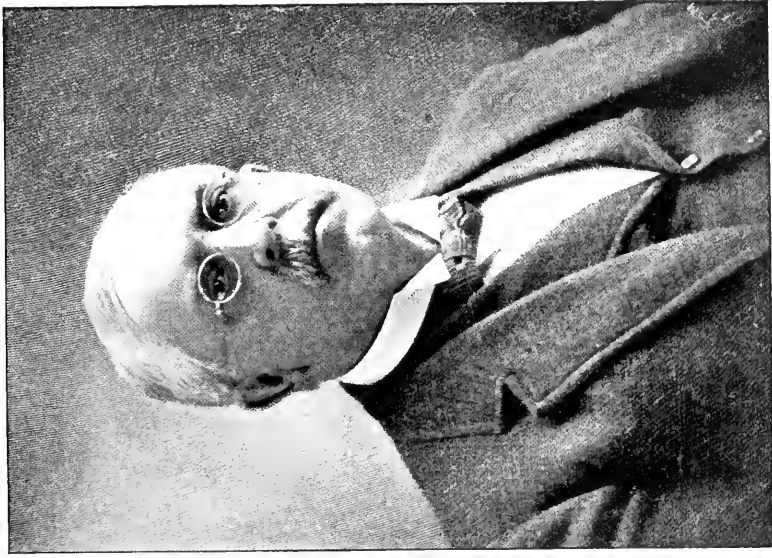
John Kennedy



Henry C. Northam



Charles T. Barnes



Samuel H. Albrow



James F. Crooker



Charles R. Skinner



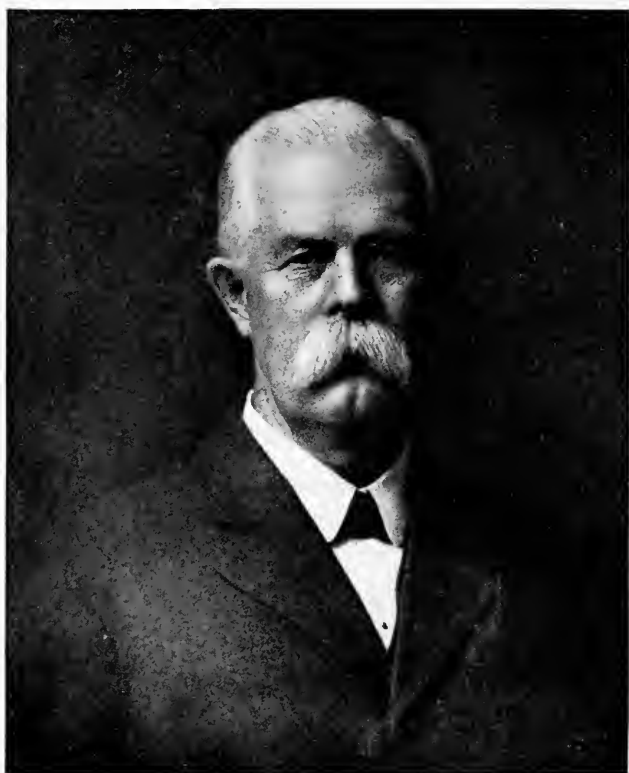
Isaac H. Stont



Mrs. Anna Eggleston Friedman



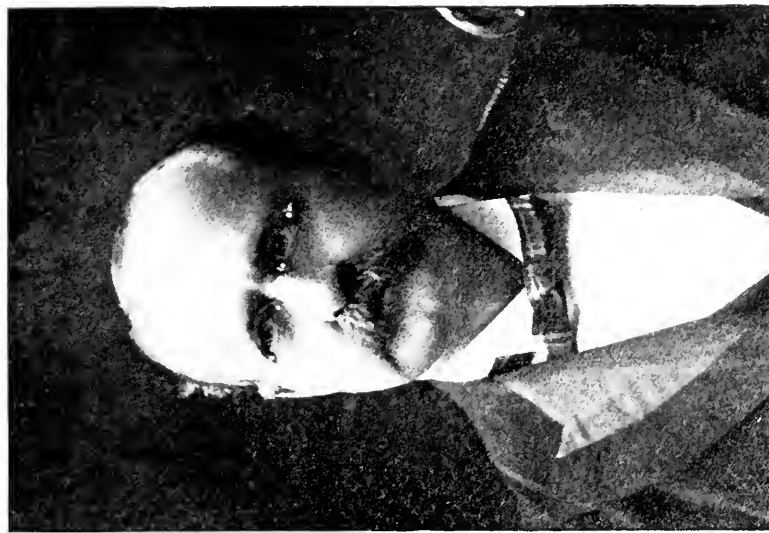
Dr Augustus S. Downing



Dr Sherman Williams



Darwin L. Bardwell



Irving B. Smith



Philip M. Hall



Charles A. Shaver

and Dansville Seminary. In 1869 he was appointed teacher of science in the normal school at Fredonia, and in 1874 was elected superintendent of schools at Middletown. Aside from the institute work done in his native State, he did institute work in Pennsylvania, Virginia, West Virginia, Delaware, North Carolina, Ohio, New Jersey and Tennessee.

Dr John H. French was born in Batavia in 1824. His schooling was moderate but he educated himself well. He served as principal at Clyde, N. Y., and at Newton, Conn. He also taught at Pembroke, Stafford, Seneca Falls, Geneva, Phelps and Syracuse. He wrote several arithmetics, prepared an arithmetical chart that was widely used, published a gazetteer of the State, and many maps. For five years he was superintendent of public instruction of the state of Vermont. He was principal of the Albany Model School, superintendent of schools at Burlington, Vt., and principal of the state normal school at Indiana, Pa. He was an inventor and produced many articles of value for school and household use. The last years of his life were spent in institute work. He not only did institute work in this State, but in Maine, Vermont, New Jersey, Pennsylvania, Delaware and Wisconsin as well. For several years, and till the time of his death, Doctor French was a member of the regular institute board of this State.

Esmund V. DeGraff was educated at Canandaigua Academy and began teaching at the age of 18. In 1857 he was principal at Middleport, in 1861 at Newark. He served in the Civil War. When mustered out of the service he first became principal at Fairport, then of School 5 at Rochester. From there he went to Flushing, and then established a boys' school at Rochester. Afterwards he became principal of the school at Green Island, and later superintendent of schools at Paterson, N. J. The best part of his life was given to institute work. No one was more popular in that field than he. He was not a scholar or a profound thinker, but he was an effective speaker and aroused great enthusiasm. His talks were more inspirational than instructive. He was a self-made man and a hard worker. He spoke in nearly every county in New York, and did much institute work in New Jersey, Pennsylvania, Rhode Island, and several of the southern states.

Henry C. Northam was born at Leyden, Lewis county, in 1826. He was educated at Lowville Academy, taught school and served as school commissioner. He conducted institutes in many counties and was the author of a textbook on civil government.

Samuel H. Albro was born in Rhode Island in 1838 and was graduated from Brown University. He was principal of the high school at Jamestown, taught at Forestville, and was superintendent of schools at Norwich. He became science teacher at the Fredonia Normal School, and was appointed institute conductor in 1886. In 1892 he resigned to become principal of the normal school at Mansfield, Pa. Some years later he returned and was active in institute work till his health failed. Doctor Albro was a man of the very highest character and was respected by every one. His work was exceedingly effective, that in psychology being especially well adapted to his audiences. He was always intensely practical. His best work was done with high school teachers, though all his work was strong and appreciated.

Andrew S. Draper as Superintendent of Public Instruction organized the institutes more perfectly than had been done before, and required compulsory attendance on the part of the teachers. In his report dated January 4, 1887, Superintendent Draper said that there were, and had always been, many objections to institutes and that those from the union schools had become very pronounced, and it was clear that there was some ground for complaint; but notwithstanding all this that the institute work was very important, and that nothing had been suggested to take their place; therefore they should be continued and the work brought to the highest degree of efficiency. He put the force on a nonpartisan basis. He appointed certain conductors whose party affiliations were opposed to the party with which Mr Draper was affiliated during his life. He suggested that the following modifications be made:

- 1 Change from county to district institutes.
- 2 Insist that every school in the district be closed while an institute is in session.
- 3 Have the institute program made in advance and distributed to the teachers of the district.
- 4 Get the best possible instructors and make use of the leading local teachers.
- 5 Bring the normal school faculties into active cooperation with the institute work.
- 6 Hold but one institute a week in each district, and arrange the dates so that the institute shall interfere as little as possible with the work of the advanced schools.

Charles T. Barnes was born near Sauquoit. He was appointed institute conductor in 1887. He had been principal of schools in Little Falls, then at Mohawk, and then returned to Little Falls as

superintendent, and resigned in 1878 to become an institute conductor. He made a specialty of geography. He resigned after some years of service on account of deafness.

Upon the election of James F. Crooker as State Superintendent of Public Instruction, the institute force was reorganized and a separate bureau created in charge of teachers institutes. Superintendent Crooker continued the nonpartisan policy in the appointment of institute conductors which had been adopted by Superintendent Draper. It was believed by the schoolmen of the State that if Superintendent Crooker should continue such policy the institute force would thereafter remain a nonpartisan body. Superintendent Crooker continued nearly all the former conductors. He placed at the head of the bureau a man who differed with him politically. In the appointment of new members to the institute force, he was not governed by political influence, but selected such members with reference to their fitness for the work and without reference to party affiliations. His action in this respect justified the views of educational men in the State that by so doing the institute force would remain a nonpartisan agency in the educational work of the State.

Charles R. Skinner, who had served as Deputy Superintendent of Public Instruction during the term of Superintendent Draper, was chosen as the head of the bureau in charge of teachers institutes and training classes. His long experience in public affairs, his interest in public education and his services as Deputy Superintendent of Public Instruction gave him a grasp upon the institute work which enabled him to reorganize it so as to make it an effective and efficient bureau.

Under the direction of Supervisor Skinner, local teachers of prominence, experience and ability were called upon to assist in the work of instruction in the institutes. The object of this action was to bring into the institute force teachers who were in daily touch with the problems of school administration, methods of instruction, etc. Special attention was given to the work of the primary schools and graded institutes were organized in a few counties of the State as an experiment.

Miss Gratia L. Rice, the daughter of Victor M. Rice, the first State Superintendent of Public Instruction, was appointed state director of drawing, and served most acceptably until institutes were discontinued. No state institute instructor was more helpful or more popular than she. Her work was practical and effective and thousands of teachers remember her with grateful hearts.

Augustus S. Downing, who had been a teacher of experience in the schools of the State and also a successful and popular institute conductor for many years, was designated by Mr Skinner as supervisor of institutes and training classes upon Mr Skinner's election to the office of State Superintendent of Public Instruction. Under his management, the graded institute was developed and became general, and the efficiency of the institutes was increased. City institutes were organized and conducted in such of the cities of the State as desired them and summer institutes were also established.

In 1898 the work pertaining to institutes and that pertaining to teachers training classes were organized in separate bureaus. Doctor Downing then became supervisor of training classes and Dr Isaac H. Stout succeeded Doctor Downing as supervisor of teachers institutes.

Isaac H. Stout was born in Geneva in 1846 and was educated in Groton Seminary. He served in the army during the Civil War, after which he took a course in civil engineering and assisted in surveying a division of the Union Pacific Railway. He then taught for eleven years in the schools at Farmer Village and at Dundee. He was school commissioner from 1878 to 1884. He assisted Doctor French in writing "Harper's Advanced Arithmetic." He was appointed institute conductor in 1887, and in 1898 he became supervisor of teachers institutes. He was a very positive man, but warm-hearted, level-headed and reliable. He was universally loved. In his institute work he was very practical and noted for his shrewd commonsense.

Percy I. Bugbee, a successful teacher, and now principal of the Oneonta State Normal School, Charles A. Shaver, a strong and vigorous character who had been both teacher and school commissioner, Sherman Williams who had been teacher and school superintendent and conducted a summer school for teachers at Glens Falls, Philip M. Hull, teacher, principal and superintendent of schools at Johnston, Irving B. Smith, who had served as principal of schools and school commissioner, were among the later institute conductors. Miss Sarah A. Collier, Miss Mae E. Schreiber, and Miss Helen Webster were special instructors in English. Miss Anna K. Eggleston, one of the most skilful of teachers, and one who was in all respects a model for the teachers, aided in institute work for a number of years.

J. M. Thompson, teacher, principal and lecturer at farmers institutes, was a conductor of institutes until appointed principal of the state normal school at Potsdam. Welland Hendrick, a very

successful teacher, served as institute conductor till his appointment to the city training school in New York City. In like manner Archibald C. McLachlan served till his appointment as principal of the Jamaica Normal School.

Darwin Bardwell served for a time as institute conductor, resigning to become superintendent of schools at Binghamton, from which place he went to New York City to render distinguished service in supervision until his sudden and untimely death.

These brief sketches give a general idea of the character, training and experience of the men who made the institutes in the State of New York what they were. It has not been possible, of course, to name all the persons who did work in the institutes during the long period for which they were maintained in this State. It has been rather difficult to ascertain from the records the names of all the persons who rendered service in this particular field. We have endeavored, however, to give the names of those who were the most prominent and active in this work. It has not been possible to carry pictures of all the men engaged in this work but we have included those which we have been able to obtain.

The following historical statement of the development of the institute system may be of interest:

- 1843 First institute held
- 1847 Institutes placed under state control
First state aid: \$60 to each county holding an institute
- 1857 Amount increased to \$120 a county
- 1860 Amount made \$8000 for the whole State
- 1867 Amount increased to \$15,000
- 1872 Amount increased to \$18,000
- 1889 Amount increased to \$25,000
- 1892 Amount increased to \$30,000
- 1895 Amount increased to \$35,000
- 1899 Amount increased to \$40,000
- 1862 Local authorities allowed to pay the teachers their regular salaries while they were in attendance upon an institute
- 1881 A regular corps of institute conductors appointed
- 1885 The attendance of teachers at institutes made compulsory and school officers were compelled to pay the salaries of teachers while at the institute
- 1888 County institutes changed to school commissioner district institutes

- 1890 Union school districts having a population of 5000 inhabitants or more, who employed a superintendent who devoted all his time to supervision, were excused from compulsory closing of their schools during the session of an institute in the district
- 1892 Bureau of institutes and training classes organized
- 1895 Graded or sectional institutes established
- 1896 City institutes organized when asked for by local authorities
State summer institutes established
- 1898 Training classes separated from institutes making two distinct bureaus
- 1911 Institutes abolished

When it had been decided to discontinue institutes, the following statement was made in regard thereto in the annual report of the Education Department for 1912:

When progression ceases, deterioration sets in. The institutes seem to have reached the limit of their efficiency and the time is ripe to take a step forward in the matter of helping and stimulating teachers. Just what is the wisest thing to do can not be fully foretold. The way must be carefully felt but that it will work out satisfactorily is not doubted.

We say that a teacher should not do for her pupils that which they can easily do for themselves. It is equally true that the State should not do for the teachers what they can easily do for themselves. We are all helped more by what we do than by what we hear, and if teachers get together and take an active part in their associations, they will be greatly strengthened thereby. It is confidently predicted that the discontinuance of institutes will be followed by greater activity on the part of teachers associations and that they will be greatly increased in efficiency. It is also likely that training classes will be larger and better and that they will provide better trained and a larger number of teachers for the rural schools.

If the district superintendents are to a considerable extent thrown upon their own resources, they will be the stronger for it and their schools will be better. They will make their districts educational units and arouse a greater degree of pride in the local schools than has been possible under the old system. There will be felt everywhere a personal responsibility, without which the best work is not possible.

The discontinuance of institutes is not to be construed as being in any sense a criticism upon those who have had the work in charge. The institute force has always contained some of our best schoolmen. Former members of the institute faculty may be found in some of the most responsible positions in the educational work of the State. The change has not come about as a criticism upon the men and women doing the work, but because it is believed that the system has been worked out and its possibilities achieved. It is greatly to the credit of those who have planned and carried out the work of the institutes that they have continued so long, nearly three-quarters of a century. The changes in the school system with the new

demands that were made upon the institutes were effectively met, but as time has gone on, one agency after another has come into existence, each doing some part of the work that institutes were organized to do. The last change is the establishment of district superintendents who must be schoolmen and who must give all their time to the direction and supervision of the work of the teachers of the rural schools. This and other agencies ought, and it is believed will, so efficiently and satisfactorily perform the work which the institutes have heretofore done that there will be no further need of the latter.

In September 1837 Mr Stephen R. Sweet opened a temporary school "for qualifying teachers for the winter schools" at Watertown, N. Y. This school was in session for eight weeks. The plan in opening such school contemplated that a similar school would be held in March for "qualifying teachers for summer schools." In 1842 a similar school was opened by Mr Sweet in the Kingsboro Academy and was announced as the "Kingsboro Temporary Normal School." The schools organized under this plan were not the same type of institutions as teachers institutes which were first organized in 1843. These schools organized by Mr Sweet were known at the time they were in operation as "temporary schools" or "temporary normal schools" and were undoubtedly an outgrowth of the training classes which had been maintained in academies for several years.

TEACHERS CONFERENCES

Upon the establishment of the office of district superintendent January 1, 1912, teachers institutes were discontinued. Subdivision 2 of section 395 of the law creating the office of district superintendent provided, among the duties of the district superintendent, as follows:

To assemble all the teachers of his district by towns or otherwise, for the purpose of conference on the course of study, for reports of and advice and counsel in relation to discipline, school management and other school work, and for promoting the general good of all the schools of the district. Teachers shall be entitled to compensation for days actually in attendance upon such conferences.

Under this provision of law, a district superintendent has power to convene his teachers of a town and give them such instruction as their special needs require. He may also convene the teachers of his entire district, or he may join with the superintendents of other districts in his county and convene the teachers of the entire county. The plan contemplates that the district superintendent shall observe the special needs of the teachers of one town, for instance, and if he finds such teachers doing poor work in the teaching of reading, he shall convene them and give special instruction in that subject; if he finds the teachers in another town doing poor work in arithmetic or in English, he shall provide for the instruction necessary to enable them to improve their work in these branches.

The Education Department assists district superintendents by sending its representatives, and the state normal institutions assist greatly by sending members of their faculties. City superintendents, high school principals and other teachers also aid generously in this important work.

CITY TRAINING OR NORMAL SCHOOLS

As early as 1827 the city of New York had under consideration the advisability of establishing a central school for the training of teachers. The annual report of the Public School Society for 1827 contains a reference to the establishment of this school but states that owing to a difference of opinion, action was not taken upon the subject. Mr A. Emerson Palmer, secretary of the board of education in New York City, in his admirable work on the "New York Public Schools," refers to this statement in the report as being "the germ of the normal schools established a few years later." Mr Palmer further writes as follows:

Another interesting event of the year 1834 was the establishment of a special school for the instruction of the female monitors employed in the primary schools and departments, which was held on Saturdays when the other schools were closed. Such instruction was made necessary by the change in the system whereby the monitors in the lower schools were deprived of the opportunities of pursuing their studies which they had enjoyed as long as the purely Lancasterian system was in operation. The school was so successful that in the following year a similar school for the monitors in the boys' schools (or departments) was established, to be held during the winter on five evenings of each week, and for the remainder of the year on Saturday mornings. A school was also provided for monitors in the colored schools. These schools in a short time came to be known as "normal schools," although normal instruction as now understood was not given in them, and under that name they passed over to the board of education and were continued for many years.

To quote from the Sketch of 1842:

In 1834, the number of primaries having greatly increased, and occasioning the employment of very many monitors, who, from the elementary character of those schools, were cut off from the opportunity of further improvement, it was suggested by the committee on teachers, that this deficiency might be supplied by establishing a school for their especial benefit, to be held on the last day of the week. Such a school was then organized, when it was soon perceived that in its successful operations, it might prove the foundation of a normal school of peculiar excellence for training and supplying teachers for the institution, better fitted than any others for its purposes. This plan was accordingly extended, and another opened for the monitors of the male school, which from November to March should be held five evening sessions per week; and another for the improvement of the monitors of the female colored schools, embracing several primaries, in which were girls employed under the like disadvantages. A proposition was soon after carried into effect to receive and admit to the privileges of these schools such of the pupils of the 9th class of the upper schools as

from peculiar intelligence, industry, and decided taste for the pursuits of learning, might be recommended by the teacher as solicitous of such advantages. These in the normal schools are denominated "cadets"; and those qualified by advancement, and desirous of such a station, are appointed as monitors, under pay." (page 33). . .

Mention must also be made of the normal schools, which had been established, as heretofore narrated, by the Public School Society, and now passed over to the board of education. There were three of these, known as the Male Normal School, the Female Normal School, and the Colored Normal School. All held their sessions at the hall of the board, the school for men teachers in the evening (ten hours per week), and that for women on Saturday (five hours per week). Under the society, these schools have been open to the teachers of the ward schools, but comparatively few availed themselves of the opportunity of attending, whereas all the junior teachers in the society's schools had been required to attend or forfeit their positions.

The board of education placed these schools in charge of an able executive committee on normal schools, which included two former trustees of the society (who had served as members of the society's committee on normal schools), and the new committee was earnestly supported by the board in the measures which it suggested, requiring the attendance of all teachers below the grade of principal, unless duly excused. The annual report for the year under review speaks of the normal school established by the Public School Society as "more properly a training school for those actually occupied in teaching"; and the first report of the executive committee contained the following: "The normal schools of the board of education are in their character different from most other normal institutions known to the committee. They are more practical in their nature for the reason that the pupils are teachers in fact and are acquiring a knowledge of the art of teaching from the pursuit of that business which they have actually entered upon as the profession of their choice, and from which they are obtaining their support. . . .

"Another important measure," says Mr Boesé, "was the enlargement of the normal school accommodations and the passage of by-laws establishing a normal school committee, and enforcing the attendance of teachers under conditions analogous, as far as the difference of circumstances would admit, to those which had previously applied to the public schools only. Provision was also made for an annual graduation of qualified pupils, based upon an examination of the school, conducted by the city superintendent and under the supervision of the committee. The attendance soon rose in the Female Saturday Normal School from about two hundred to nearly six hundred, the Male Normal School and the School for Colored Teachers receiving proportionate accessions. The term normal, which early attached to these institutions, was not well chosen, as no normal instruction was given. They were really supplementary schools for teachers who did not hold the highest grade of certificates as to scholarship" (page 87).

Fourteen teachers were employed in the normal schools. A daily normal school was established in the early part of 1856, and was continued until February 1859. . . .

The normal schools inherited by the board of education from the Public School Society were, as has been said in an earlier chapter, not truly normal

in their character, and in 1861 they were discontinued by the board, with the exception of the Colored Normal School. According to the annual report for 1863, "The normal schools, established by the Public School Society, were continued for some years subsequent to the dissolution of the society, owing to their excellence as supplementary schools; but as the common schools advanced in grade, and became able to impart a similar kind and degree of scholarship, it was deemed by the board unnecessary to continue them, and they were accordingly closed to give place to others more truly normal in their character, and better adapted to instruct their pupils in the theory and art of teaching" (pages 22, 23).

In 1864, however, it was decided to reestablish the Saturday normal school for women, and it was started with good prospects. "Classes have been organized with the view to afford an opportunity for instruction in all the branches of study prescribed for the several grades of certificates conferred by the city superintendent, as well as for instruction in the principles and methods of teaching, so as to impart a knowledge of the proper modes of presenting, analyzing, and explaining the several branches required to be taught in the primary and grammar schools. . . .

The Saturday normal school was discontinued in 1880, it being no longer deemed necessary on account of the extension of the normal college course to include a fourth year. In 1888 the Normal college was regularly incorporated by an act of the legislature, and placed under the control of a board of trustees consisting of the members of the board of education and the president of the college, and having substantially the same powers as the board of trustees of the College of the City of New York. . . .

Very early in its history the board took up the question of organizing a Saturday normal school, and such a school was opened in October 1843, in the building of School No. 7, all the teachers in the primary departments being required to attend it. Because of doubt as to the legality of using educational moneys for maintaining a school of this character, the school was closed after a few months. . . .

The brief experiment with a Saturday normal school in Brooklyn has been mentioned. Before its union with Brooklyn there has been in Williamsburgh a similar normal school for the training of inexperienced teachers, which was established about 1853. It was closed after the consolidation of the cities, and a little later the board of education decided to establish a school of this kind in a more central locality. The plan was carried out, and the school organized in new school building No. 14, in February 1856. All the women teachers in the schools were required to attend its sessions, and there were a few other pupils. The graduation exercises were important public affairs in the Brooklyn of that day, at least one of them being held in the Academy of Music, and were attended by enthusiastic throngs of people. How they were regarded is shown by an excerpt from the account published in one of the local papers on February 15, 1861:

"Last evening the commencement exercises of the Brooklyn Normal School took place in the Academy of Music, before one of the largest and most brilliant audiences that has ever been assembled within its walls. Here were concentrated the learning, fashion, and beauty of the city. It would be invidious to mention the names of any of the distinguished persons present, as almost every person of any note in the city was in the audience."

Nevertheless, the normal school was closed in June 1861, not to be reopened. The subject was revived again a dozen years later.

The city superintendent was the sole supervising official until 1866, when a special act of the Legislature authorized the board of education to appoint an assistant superintendent. In June of that year James Cruikshank was elected to the office. Increased provision for supervision gave a new impulse to pedagogical work, the results of which were soon seen in a course of study, uniform for all schools, which was adopted in November 1866, and also in arrangements for systematic instruction of the primary teachers in principles and methods. Under the direction of the assistant superintendent, two training or normal classes for these teachers were organized in December of that year, and continued until the close of the schools in the following summer. They were then suspended by order of the normal school committee, which hoped to supersede them with a regularly organized normal school. Repeated recommendations in reference to this matter are to be found in the records of the board and the reports of the superintendent; but no decisive action was taken until 1884.

TRAINING SCHOOLS

The adoption of the uniform system of examinations by State Superintendent Draper revolutionized the certification of teachers in the rural schools and improved somewhat the methods of certifying teachers in the smaller cities. There had been as great abuses in the certification of teachers in the cities as there had been in the rural districts. Superintendent Draper, in cooperation with the leading city superintendents of the State, entered upon a campaign to eliminate such abuses and to place the certification of teachers in cities upon a professional basis, and the appointment of teachers upon merit.

In Superintendent Draper's report of 1890 is the following:

Teachers must derive their authority to teach from one of the following sources, viz, (a) The certificate of the State Superintendent who now issues no permanent certificates, except state certificates earned in the state examination, or "college graduates certificates" to graduates of colleges or universities, who have subsequently taught three years successfully; (b) the diploma of a normal school; (c) the certificate of school commissioners; (d) the certificates of boards of education in cities.

The time has now arrived for saying that incompetency has more opportunity for gaining teachers certificates through boards of education in cities than through any other channel. There is no lack of reason either for saying that in some cities the door is wide open. Fortunately it is not so in all. A few cities have adopted the system of uniform examinations. The more progressive city boards of education have established permanent training schools for teachers, and license no teachers who have not first graduated at the high school, and then spent at least a year in the training school. This is a wise arrangement, much better than the system of uniform examinations alone, and probably is as complete a safeguard as it is practicable to insist upon. There would seem to be no good reason why this much should not in all cases be insisted upon.

The city superintendents have considered this subject, and at a recent meeting of their state council they adopted the following resolution, viz:

Resolved, That after January 1, 1892, no person not previously legally licensed and employed in teaching, shall be licensed to teach in any public school in any city or incorporated village or union free school district employing in each case a superintendent of schools of this State, who does not hold a college degree or who has not in addition to the scholarship now required for a teachers certificate, received at least forty weeks' instruction in the theory and practice of teaching in a properly organized normal or training school or class.

It would seem opposed to a wise policy to confer upon the same persons the power both to certify teachers and to employ them. The opportunities for favoritism are so great that only the strongest men will refrain from

helping their personal friends or the favorites of their friends to positions in the schools, with little regard to their fitness for the trust.

Neither should the certifying of teachers' qualifications be committed to persons who are not so educated themselves, or are not so familiar with modern educational methods and school work, as to enable them to determine the qualifications and fitness with intelligence and reasonable certainty. Every city school organization now has a professional superintendent of instruction. The intelligent determination of the qualifications of candidates is necessarily the work of an expert or professional. Ordinary business men chosen to administer the business affairs of a school system are not equal to this expert or professional duty. So long as the issuance of certificates is granted to any local authority, the power should be given over to the professional superintendent, or exercised only on his recommendation. If the law was to be amended as proposed by the city superintendents, providing that a person shall commence teaching in cities only after graduation at the high school and the completion of a prescribed professional course in a training school, it would be even better than leaving the matter to any individual without the course of training, no matter how well qualified he may be for the trust, for fitness and adaptability is only relative after all, and the one course will develop and train teachers, while the other will only and necessarily discriminate between many persons, nearly all of whom are ignorant of what it is possible, and therefore what it is necessary to accomplish in schoolroom work.

I, therefore, heartily commend the action of the State Council of City Superintendents, as above set forth, and advise the legislature which it contemplates. It is but an extension of the plan upon which the more prominent and progressive cities are already proceeding, and it will not prove difficult or burdensome to adopt it in all others. Once established, the last bad and almost unguarded opening to the teaching service will have been closed up.

The State Teachers Association, at its annual meeting in 1890 at Saratoga Springs, considered the training of teachers from a broad, comprehensive plan. Addresses upon the subject were delivered by Dr Nicholas Murray Butler, Dr Frank S. Capen and Dr Francis J. Cheney. Many of the leaders in public education discussed the subject. A complete report of the papers and discussions will be found in the annual report of the State Superintendent of Public Instruction for 1891.

At the State Council of School Superintendents held at Albany in October 1890 the special committee on the professional training of teachers through its chairman, Superintendent Maxwell, submitted the following report:

Your committee, appointed last year for the purpose of preparing and urging the passage of a bill making professional training, for at least one year, in lieu of the scholarship represented by a college degree, a necessary preliminary to obtaining a license to teach in cities and incorporated villages, respectfully report:

The following resolution was adopted by the Council:

Resolved, That a committee of five be appointed by the president to draft and present to the Legislature at its next session, a bill covering the following points:

That after January 1, 1892, no person not previously legally licensed and employed in teaching, shall be licensed to teach in any public school in any city or incorporated village or union free school district, employing in each case a superintendent of schools of this State, who does not hold a college degree, or who has not, in addition to the scholarship now required for a teachers certificate, received at least forty weeks' instruction in the theory and practice of teaching in a properly organized normal or training school or class.

In accordance with this resolution your committee prepared the following bill:

AN ACT TO PROMOTE THE PROFESSIONAL TRAINING OF TEACHERS

The people of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1 The board of education in any city of this State, is hereby authorized and empowered to establish one or more schools or classes for the professional instruction and training of teachers; and the expense of establishing and maintaining such schools or classes shall be added, by the corporate authorities of the city establishing the same, to any tax authorized by them to be levied for school purposes.

§ 2 Persons to be eligible for admission as students in any such school or class, must be sixteen years of age, and must hold a certificate of scholarship from a school commissioner or superintendent of schools in a city, incorporated village, or union free school district, equivalent at least to a certificate or license of the first grade as established and defined by the State Superintendent of Public Instruction; and the board of education in any city may prescribe such other and further conditions of admission as they may see fit.

§ 3 Such schools or classes shall be conducted under the general supervision and direction of the superintendent of schools in the city in which they are established, who, subject to the approval of the board of education, shall prescribe all necessary rules and regulations for the government of such schools or classes.

§ 4 After the first day of January 1893, no teacher in any incorporated village or union free school district, which employs a competent person as superintendent, whose time is exclusively devoted to the supervision of the schools therein, shall be deemed a qualified teacher and eligible to appointment or employment as such, who, in addition to having passed an examination in scholarship equivalent at least to that required for a certificate of the second grade as defined and established by the State Superintendent of Public Instruction, shall not also have received special instruction and training in the principles of education and the art of teaching in some normal or training school or training class for teachers, for a period of at least thirty-two weeks and have satisfactorily accomplished the course of study, instruction and training prescribed for such period.

§ 5 After the first day of January, 1893, no teacher in any city of this State shall be deemed a qualified teacher and eligible to appointment or employment as such, who, in addition to having passed an examination in scholarship equivalent at least to that required under the provisions of section 2 of this act for admission to a training school or class, shall not also have received special instruction and training in the principles of education and the art of teaching in some normal or training school or training class for teachers, for a period of at least thirty-two weeks, which must be attested by the certificate or diploma of such school or class in the form prescribed by the board of education thereof.

§ 6 The provisions of sections 4 and 5 of this act shall be held not to invalidate any certificate or license to teach, which may be in force on the said first day of January 1893; and a satisfactory experience in teaching for a period of not less than three school years, shall be held as equivalent to, and may be accepted in lieu of, the thirty-two weeks of professional training required by the said sections 4 and 5.

§ 7 Persons holding a college degree, or the diploma of any recognized normal or training school or recognized class or school in pedagogics, may be exempted from the requirement to furnish the evidence of professional training required by the provisions of this act.

This bill was introduced in the Assembly by the Hon. George L. Weed, and in the Senate by the Hon. James W. Birkett. It passed both houses without appreciable opposition, but failed to secure executive approval.¹ What the Governor's objections to the measure were, your committee have not been informed. No educational measure, however, of recent years, has received more general support from the leading educators of the State. The State Superintendent of Public Instruction, the presidents of our colleges and universities, the city superintendents, the principals of state normal schools, the officers of the several schools of pedagogy, all united in urging upon the Legislature and upon the Governor that this bill should become a law.

The principle involved in this bill is of importance so vital to the progress of education, the bill itself met with support so general and enthusiastic from the Legislature, from the public, and from the profession, that your committee believe another effort should be made to bring the matter before the Legislature, and to obviate or remove the Governor's objections. They would, therefore, offer for adoption the following resolutions:

Resolved, That the Council of School Superintendents of the State of New York hereby reaffirms its previously expressed opinion that the requirements for a license to teach in any city or incorporated village or union free school district in this State should be established by law, as follows: Either a standard of scholarship represented by the degree of a reputable college, or by the diploma of a state normal school; or a standard of scholarship equivalent to that required for a certificate of the first grade as established and defined by the State Superintendent of Public Instruction, together with special instruction and training in the principles of education and the art of teaching in some normal or training school or class for teachers, for a period of at least thirty-two weeks; or a satisfactory experience in teaching, of not less than three school years.

Resolved, That a special committee of five be appointed by the chair to secure the introduction, in the Legislature of 1891, of the bill printed in this report, entitled "An act to promote the professional training of teachers,"

¹ The bill was vetoed by Governor Hill, June 9, 1890, without memorandum.

and that said committee be empowered to make such changes in said bill, as will obviate the Governor's objections, provided such changes do not conflict with the principles enunciated in the foregoing resolution.

WILLIAM H. MAXWELL

L. C. FOSTER

E. J. PECK

A. GAYLORD SLOCUM

CHARLES M. RYON

Committee

Upon motion of Superintendent Cole the report was accepted.

A motion to adopt the first resolution offered by the committee gave rise to a general and prolonged discussion. The committee was directed to amend section 2 of the bill by inserting in place of the word, "sixteen," the words, "at least seventeen," and in place of the words, "first grade," the words "second grade," and to amend section 6 by substituting for the words, "three school years," the words "two school years," and to add to the bill a section declaring that, "Nothing in this bill shall be deemed to prevent boards of education in cities and incorporated villages from establishing a higher grade of qualifications for teachers licenses than those prescribed by the bill."

The resolution under consideration, after being modified so as to conform to the foregoing amendments, was adopted.

Upon motion of Superintendent Jones the second resolution contained in the report was adopted, and the same committee continued in charge of the measure.

On June 9, 1890 Governor Hill, without memorandum, vetoed the bill to promote the professional training of teachers referred to in the report. The State Council of School Superintendents regarded this measure so vital to the interest of city school systems that it continued an active campaign to secure the enactment of a law of this kind.

Special attention is directed to the great work which Dr William H. Maxwell, superintendent of schools in New York City, did in behalf of this measure. He did very much of the work involved in the preparation of the reports as well as in the preparation of the bills which were presented to the Legislature. He was ably supported in this work by Dr Charles E. Gorton, Superintendent of Schools at Yonkers, and Dr Charles W. Cole, Superintendent of Schools at Albany.

The fact that the Governor did veto this bill did not dismay those who believed a law of this kind was essential to the proper protection of the teaching service of the schools of the cities. The

subject was given consideration at the Council of School Superintendents at Ithaca in 1891. A committee submitted the following report:

Your committee appointed to secure the enactment, by the state Legislature, of a law that will make either professional training or experience in teaching a necessary condition of appointment as a teacher in the public schools of the cities and incorporated villages of this State, submit the following report:

The committee found, after careful investigation, that it was impossible to secure the enactment of a measure so radical at the last session of the Legislature, and fearing that defeat would work injury to the cause of public education, refrained from asking for the introduction of the bill.

They are of opinion, so far as can be judged at present, that the outlook for the coming session, is equally hopeless, as public opinion is not yet educated up to the point of demanding professional training or satisfactory experience from all teachers before appointment.

They, therefore, offer for adoption the following resolutions:

Resolved, That the State Council of Superintendents reaffirms without qualification the judgment expressed at two successive meetings, to wit, that the qualifications for a teachers license in any city or incorporated village should be scholarship at least equivalent to that represented by graduation from a full four-year high school course, and professional training in a professional school or class for at least one year, or in lieu thereof, successful experience in teaching for not less than two years.

Resolved, That a committee of five on the professional training of teachers be appointed by the president of the council, and that the present committee be discharged from further responsibility in the premises.

Resolved, That the committee on the professional training of teachers be authorized and directed in the name and by the authority of the State Council of School Superintendents to prepare and submit to the Legislature of the State of New York a bill which shall embrace the following provisions:

1 That the public school authorities in cities and incorporated villages, employing a superintendent of schools, may establish one or more schools or classes for the professional training of teachers in which instruction in the principles of education and methods of teaching, and practice in teaching, shall be given during a period of time not less than one school year.

2 That it shall be the duty of the municipal authorities of any village or city in which such training school or schools shall be established, to provide the means for the support of such school or schools upon the requisition therefor of the public school authorities; but the sum so required and furnished shall be applied exclusively to the support of such school or schools, and shall not be transferred or applied to any other purpose.

3 Such school or class shall be under the immediate supervision of the superintendent of schools, where the same shall be established, and shall be subject to such rules and regulations as to the admission of pupil-teachers and course of study as the local public school authorities or the recommendation of the superintendent shall prescribe.

4 The State Superintendent of Public Instruction shall set apart from the free school fund and apportion to the maintenance and support of such teachers training schools or classes, whose requirements for admission and course of study meet with his approval, one dollar for each week's instruction of each scholar, provided that such payments shall not in the aggregate in any one year exceed \$100,000.

WM. H. MAXWELL
A. GAYLORD SLOCUM
L. C. FOSTER

Committee

The report was unanimously adopted and the chairman named the following committee to carry into effect the recommendations contained therein: Messrs Maxwell, Foster, Slocum, Cole and Cook.

The Council of School Superintendents gave the subject further consideration at a meeting held at Yonkers in October 1892. The committee made the following report:

Your committee to whom was referred the matter of legislation with regard to the professional training of teachers, report that, in accordance with your instructions, they prepared the following bill:

AN ACT TO ENCOURAGE AND TO PROMOTE THE PROFESSIONAL TRAINING OF
TEACHERS

The people of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1 The board of education or the public school authorities of any city or of any village employing a superintendent of schools, may establish, maintain, direct and control one or more schools or classes for the professional instruction and training of teachers in the principles of education and in method of instruction for not less than forty weeks in each school year.

§ 2 Toward the maintenance and support of these schools and classes established pursuant to this act, or heretofore established and now maintained for similar purposes, and whose requirements for admission, and whose course of studies is made with the approval of the State Superintendent of Public Instruction, the said Superintendent is hereby authorized and directed in each year to set apart, to apportion and to pay from the free school fund one dollar for each week of instruction of each pupil, provided, however, that said apportionment and payment shall not exceed in the aggregate one hundred thousand dollars each year. Such apportionment and payment shall be made upon the certificate of the local superintendent of schools, filed with the State Superintendent.

§ 3 If the total sum to be apportioned and to be paid, as provided by section 2 of this act, shall in any one year exceed the said sum of one hundred thousand dollars, the said State Superintendent of Public Instruction shall apportion to each school and class its pro rata of said sum upon the basis described in section 2 of this act.

§ 4 All acts and parts of acts inconsistent with this act are hereby repealed.

§ 5 This act shall take effect immediately.

This measure was introduced in the Assembly by the Hon. James F. Quigley, and was referred to the committee on education; and there it remained. All the efforts of your committee to secure a favorable report were unavailing.

Your committee offer for adoption the following resolutions:

Resolved, That the Council of Superintendents of the State of New York hereby reaffirms its judgment, that no person who has not passed successfully through a course of professional training at least one year in duration,

or who has not proved by experience his ability to teach, should be permitted to teach in the public schools of the cities and villages of this State.

Resolved, That the secretary be directed to transmit to the chairman of the committees on education of the Senate and Assembly, when appointed, the foregoing resolution.

Resolved, That the committee be discharged from further consideration of the subject.

WILLIAM H. MAXWELL
CHARLES E. GORTON
CHARLES W. COLE

Superintendent E. H. Cook moved to amend the report by striking out the last resolution. The motion prevailed, and the report, as so amended, was adopted.

There does not appear to be a report from a special committee on the subject to the Council of School Superintendents at the meeting held at Buffalo in 1894, but the committee on legislation reported to the council as follows:

The bill for extension of teachers classes was passed by both houses, with, practically, no opposition; but eventually did not approve itself to the Executive, and on account of his objections, failed to become a law."

On May 18, 1894 Governor Roswell P. Flower wrote the following veto message in disapproving such bill:

I sympathize with all proper methods to raise the standard of qualification for teachers employed in the common schools, but the tendency of such legislation is, I fear, to impose too arbitrary restrictions and to attach too much importance to normal school or training class diplomas.

This bill has one object, but two principal features. Its first provision is to give authority to boards of education in cities (except New York) and villages employing a superintendent of schools to establish schools or classes for the professional instruction and training of teachers. Toward the maintenance of such schools or classes the State is to contribute from its free school fund to the extent of not more than one hundred thousand dollars a year.

The State has for years been pursuing a different policy of educating teachers—namely, through the agency of its normal schools. There are now eleven of these institutions, all representing a liberal expenditure of public money and all possessing excellent educational facilities. While it must be confessed that these institutions have departed somewhat from the main purpose of their establishment and do not at the present time furnish as many teachers as they should for the primary and grammar schools, they represent quite as large an expenditure as the State has found it feasible heretofore to allot for this purpose—so great an expenditure indeed that every suggestion for an increase in the number of normal schools encounters strenuous objection in all parts of the State. Under these circumstances I question the propriety of establishing a different set of training schools to be supported in large part at the State expense. If the choice were presented as an original question whether the present system of educating teachers through the medium of the normal schools should be established,

or the system provided by this bill, I am frank to admit that the system here proposed would have some advantages over the normal schools, for from training classes established in connection with our municipal schools probably a large percentage of graduates would become teachers, and the difficulty which is now experienced of securing good instruction in the primary and grammar schools would be diminished. But this difficulty can also be diminished by making our normal schools more practical and by encouraging more particularly the training of teachers in the simpler branches of learning, such as are taught in the district and rudimentary village and city schools.

The other feature of the bill is that which would exclude from teaching in the primary and grammar schools of cities after January 1, 1896, any person who (1) has not had successful experience in teaching for at least three years; or (2) has not completed a three years' course in, and has been graduated from, a high school or academy, or from an institution of learning of equal or higher rank, approved by the Superintendent of Public Instruction; or (3) has not, in addition to such graduation, been graduated from a school or class for the professional training of teachers having a course of study of not less than thirty-eight weeks, approved by the Superintendent of Public Instruction.

This restriction would exclude from employment as teachers in our public schools all persons, no matter how highly educated—even college and university graduates—who had not had special training in pedagogy in the manner permitted by this bill. This would be very radical legislation, and I seriously doubt its feasibility or propriety. It would exclude many capable persons from gaining a livelihood by teaching. It would be an unnecessary interference with the powers of local school authorities and with the rights of individuals, and its benefits would not compensate for this questionable state interference.

Educational legislation is apt to aim too much toward uniformity in instruction and learning. If freedom and individuality are worth encouraging in anything, it is in the acquirement and imparting of knowledge, and we should beware lest, in our efforts to encourage general education, we do not discourage intellectual accomplishment.

The legislative committee reported to the Council of School Superintendents at its meeting held at Albany in May 1895, as follows:

The act to encourage and promote the professional training of teachers, which was vetoed in 1894, was introduced by Senator Parsons in exactly the same form in which it had been passed at the previous session. The bill passed the Senate with very little delay, and resting in the committee room of the Assembly for some weeks, was finally brought out and passed by that body without opposition, and subsequently was approved by the Governor.

Your committee believes that the passage of the law last referred to is a step in advance of equal importance to the enactment of the compulsory law. The uplifting influence of the section requiring professional training after January 1, 1897, must be felt, not only in the cities, where it is aimed to apply directly, but throughout the entire State, and your committee feels a just pride in the establishment of a requirement in this State, which places it far in advance of any other state in the Union in the great work of making teaching a recognized profession.

The following bill was enacted by the Legislature and received the approval of Governor Levi P. Morton on June 15, 1895:

(Chapter 1031)

AN ACT TO ENCOURAGE AND PROMOTE THE PROFESSIONAL TRAINING OF TEACHERS
Became a law June 15, 1895, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1 The board of education or the public school authorities of any city, except the city of New York, or of any village employing a superintendent of schools, may establish, maintain, direct and control one or more schools or classes for the professional instruction and training of teachers in the principles of education and in the method of instruction for not less than thirty-eight weeks in each school year.

§ 2 Toward the maintenance and support of these schools and classes established pursuant to this act, or heretofore established and maintained for similar purposes, and whose requirements for admission and whose course of studies are made with the approval of the State Superintendent of Public Instruction, under whose direction such classes shall be conducted, the said Superintendent is hereby authorized and directed in each year to set apart, to apportion and to pay from the free school fund one dollar for each week of instruction of each pupil, provided, however, that said apportionment and payment shall not exceed in the aggregate one hundred thousand dollars in each year. Such apportionment and payment shall be made upon the report of the local superintendent of schools filed with the State Superintendent of Public Instruction, who shall draw his warrant upon the State Treasurer for the amount apportioned.

§ 3 If the total sum to be apportioned and to be paid, as provided by section 2 of this act, shall in any one year exceed the said sum of one hundred thousand dollars, the said State Superintendent of Public Instruction shall apportion to each school and class its pro rata of said sum upon the basis described in section 2 of this act.

§ 4 After January 1, 1897, no person shall be employed or licensed to teach in the primary and grammar schools of any city authorized by law to employ a superintendent of schools, who has not had successful experience in teaching for at least three years, or, in lieu thereof, has not completed a three years' course in, and graduated from a high school or academy having a course of study of not less than three years, approved by the State Superintendent of Public Instruction, or from some institution of learning of equal or higher rank, approved by the same authority, and who, subsequently to such graduation, has not graduated from a school or class for the professional training of teachers, having a course of study of not less than thirty-eight weeks, approved by the State Superintendent of Public Instruction. Nothing in this act shall be construed to restrict any board of education of any city from requiring such additional qualifications of teachers as said board may determine; nor shall the provisions of this act preclude the board of education of any city or village from accepting the diploma of any state normal and training school of the State of New York,

or a state certificate obtained on examination, as an equivalent for the preparation in scholarship and professional training herein required.

§ 5 All acts and parts of acts inconsistent with this act are hereby repealed.

§ 6 This act shall take effect immediately.

The approval of this measure by the Governor was the action which was anticipated in view of what he had said in relation to the teaching service in his annual message. Upon that question, he spoke as follows:

Buildings, equipment, library and apparatus do not make a school. It is upon the fitness of the teacher that our educational system depends for its results. Toward this end our State is making unexampled progress. Our normal schools, teachers institutes and teachers training classes are growing in efficiency and are disseminating a professional spirit which reaches the smallest country schools.

It should be noted that this bill was introduced in five successive legislatures, passed by three legislatures and vetoed by two governors before it finally became a law.

It will be observed that under section 4 of this act the provisions of the bill applied to the schools maintained in cities. When the Education Law was revised in 1910 it was amended by extending these provisions to the teachers employed in the incorporated villages having a population of five thousand or more, and employing a superintendent of schools. In commenting upon the importance of this bill, State Superintendent Skinner, in his annual report of 1897, spoke as follows:

Section 4 of chapter 1031 of the Laws of 1895, became operative January 1, 1897. For a year and a half previous, however, the academies and high schools of the State were preparing to comply with its provisions. The act was deemed by educational authorities to be one of the most progressive school laws enacted for many years, and its practical working thus far bears out their judgment. The law establishes a minimum preliminary education for every candidate for the teaching profession and further prescribes a course in practical and theoretical training pedagogy of at least thirty-eight (38) weeks. No person can hereafter be employed in the public schools of any city who has not had this elementary drill and professional training. Incompetent teachers are therefore barred from the public school service in cities and a premium is put upon a thorough preparation in the principles and practice of teaching. . . .

By the provisions of this section it became my duty to prescribe a minimum course of study for not less than three years to be adopted by each high school or academy in the State to enable their graduates to be licensed in or employed by any city having a superintendent of schools, to teach in the public schools thereof. Accordingly the following course was drafted and its adoption recommended to all high schools and academies:

First. A three years' course of study in a high school, in order to receive the approval of the State Superintendent of Public Instruction, as required by chapter 1031 of the Laws of 1895, entitled "An act to encourage and promote the professional training of teachers," should include the following as a minimum requirement:

1 English, three years, or 300 recitations. The English course should include grammar, rhetoric, literature and composition. The work in literature should cover at least the ground required for admission to college by the Association of Schools and Colleges of the Middle States and Maryland.

2 Mathematics, three years, or 300 recitations. The mathematical course should include algebra to the end of quadratic equations, plane geometry, and a review of arithmetic.

3 A foreign language, Latin, French or German, three years, or 300 recitations. The course should include at least the grammar of the language and translation at sight of simple prose and poetry into idiomatic English.

4 History and Civics, three years, or 200 recitations. The course should include, English, Greek, and Roman history, with the intensive study for at least five months of civics and some special period of American history.

5 Drawing, three years, or 200 recitations. The course in drawing should include the principles and practice of representation drawing, construction drawing, and decoration drawing.

6 Physics and botany, with individual laboratory work, two years, or 200 recitations. Chemistry directly applicable to physics and botany should be taught in connection with these subjects.

7 Physiology and zoology, one year, or 100 recitations.

8 Geography, physical and mathematical, one year, or 100 recitations.

9 Vocal music, three years, or 100 recitations. The course should include vocal culture (in class), sight singing from the staff, and the common technical terms used in vocal music.

Four or five-year courses in high schools or courses in institutions of higher rank, should include the subjects required in the three years' course.

Second. Whatever examination in scholarship may be required for a teacher's license, should be conducted before the applicant enters upon a course of professional training, and not after its close.

This statute was not retroactive, and was held not to prevent the continuation in employment of such teachers in city schools as were under contract prior to January 1, 1897, and actually teaching therein.

Nor was the act considered retroactive in the case of students who were pursuing a course of study at the time of the adoption of the course above set forth, but such students were required to complete their studies for graduation under the newly adopted course. Boards of education were requested to notify this Department of the adoption by them of the foregoing course of study. The cities of the State have shown great willingness to adapt their courses of study to these requirements and by the close of the present school year all will have conformed to the regulations.

The effect of this measure was to increase the organization of training schools in the cities of the State. Training schools which were organized in the following cities have been discontinued:

Auburn, Binghamton, Elmira, Geneva, Ithaca, Johnstown, Kingston, Lockport, Ogdensburg, Poughkeepsie, Rome, Troy, Utica.

Training schools are now maintained in the following cities: Albany, Buffalo, Cohoes, Jamestown, New York (three—Manhattan, Brooklyn, Jamaica), Rochester, Schenectady, Syracuse, Watertown, Yonkers.

A brief history of the organization and work of these schools is given. The historical review for each city has been prepared by the superintendent of schools, the principal of the training school or some person in the local system assigned to that work by the superintendent.

Albany

In the fall of 1882 the board of education of the city of Albany, during the superintendency of Dr Charles W. Cole, established the Albany teachers training class, appointing Miss Euretta Crannell principal and teacher. The class sessions were held in School 24, and the practice was done in the various schools of the city. The course was one year in length and dealt with primary work only.

Since the establishment of the class various changes have taken place under the principals in charge. The work has changed from that of a training class to that of a training school, the course has been lengthened to two years and the methods and practice work deal with all grades from the kindergarten through the highest grammar grades. There is also a third year for continued work in special kindergarten methods which were begun in second year.

At first the pupils were required to be graduates of a high school to permit them to enter the training class, and later an entrance examination was also required. At the present time the pupils upon entrance must be graduates of a reputable high school and must have 72 Regents credits in academic work.

There have been 702 graduates, 221 of whom are now teaching in the city of Albany.

Today the school is housed in a pleasant building of thirteen rooms with seven special teachers and eleven practice teachers. The graduates are recognized as juniors at Teachers College in New York City and also at the State College for Teachers at Albany.

The principal in charge of the school at the present time is Thomas S. O'Brien, who has had previous experience as principal of three grammar schools in the city of Albany.

Buffalo

In his annual report submitted to the common council of the city of Buffalo, December 9, 1895, Henry P. Emerson, superintendent of education, strongly urged the need of a municipal training school for teachers. He recommended the establishment of such a school despite the fact that there was already in Buffalo a state normal school, saying, "It would be a misfortune in my opinion to have all our teachers trained in one school and taught exactly the same methods and subjected to the same influences. We need diversity of talent and of training. . . . I firmly believe that it will be better for our educational interests not to depend solely upon one institution for new teachers, if we wish our future teaching force as a whole to be marked by versatility, broad views, and large modes of thinking." The council followed Superintendent Emerson's recommendation and authorized the establishment of the Buffalo teachers training school which was opened in September 1896, at the Central High School, with an enrolment of 43 students.

Miss Katherine M. Hurlburt was appointed to take charge of the class which met after high school hours. In October 1896, the school was transferred to School 10 in order that the students might use the classes of this school for observation and practice teaching. The course of training occupied one year and was apportioned as follows: 600 hours were spent in recitation and study, 150 hours in observation, and 65 hours in practice teaching. The second year opened with 80 pupils enrolled. An additional instructor was appointed but the course of study and method of training remained the same.

In September 1902, Charles P. Alvord was appointed principal of the school. Under his efficient direction and with the wise counsel and deep interest of Superintendent Emerson supporting it, the school grew rapidly, so rapidly in fact, that it was found desirable in 1905 to limit the number of new students admitted each year to fifty.

Although Superintendent Emerson at this time expressed the conviction that the school as then organized was an important factor in bringing about a gradual elevation of the city's educational standards, the need of a longer course of training was apparent to him, and the same year he lengthened the course by one-half of a year. The added term was devoted largely to practice teaching so that instead of 65 hours, each student had at least six weeks' experience

in each of three grades — one primary, one intermediate, and one grammar grade. At the same time by increasing the size of the practice school it was necessary to assign but three or four students to each grade room for practice teaching instead of seven or eight as before, thus making the practice obviously more valuable. It gave each student more teaching practice, more individual attention, more responsibility for the management and discipline of the room.

As early as December 1906, Superintendent Emerson recommended that the course of study be lengthened to two years and expressed his earnest determination to maintain the highest standards in the training of Buffalo's young teachers. Beginning in September 1911, the course of study was extended to two years. This extension made possible more thorough work both in the theory and the practice of teaching. It strengthened the work in lines already established and allowed the school to do work not hitherto attempted. In September 1912, Byron H. Heath was made principal. The student's practice teaching henceforth extended throughout the whole of the senior year, and each student had opportunity for teaching in six different grades, six weeks in each. The student began teaching after one year's work in the study of psychology, principles of education, methods etc. From this point, theory and practice went hand in hand for another year, the one intensifying and strengthening the other. More and better use was now made of class excursions for the purpose of studying municipal resources and problems.

At present the school aims not only to fulfill all the requirements of The University of the State of New York in the training of teachers for the elementary schools, but also to give specific training for teaching in the city of Buffalo by means of detailed attention to local conditions and needs. Methods of teaching the so-called special subjects, such as music, art, physical training, penmanship, and manual training are presented by the directors and assistant directors of the Buffalo school department. The student is thus able to familiarize himself with the ideals and methods of the directors under whose supervision he will work when he enters the school as a teacher.

The present course of study is as follows:

Methods in	Periods
arithmetic and algebra	120
geography	100
physical training	120
vocal music	160
English	120
drawing	120
manual training	40
penmanship	60
history	100
nature study	100
physiology	100
reading, spelling and phonics.....	100
History and principles of education.....	100
Psychology	120
School management	40
Kindergarten games, songs, story-telling, etc.....	80
Observation lessons and practice teaching.....	600

The theory of teaching all the subjects of the elementary school is presented. In each of these branches the theory is supplemented by illustrative lessons given by experienced teachers in the grade school affiliated with the training school. Following the seminar plan, each lesson is closely observed and later discussed by instructor and students.

Teachers in the elementary schools find a knowledge of kindergarten methods valuable. Therefore the general course includes the opportunity of becoming familiar with kindergarten work by the following methods: instruction in the history and the theory of the kindergarten and its place in our present educational system; a study of play as an educational factor; observation and practice in the direction of circle games and rhythmic play with primary children; and discussions of stories, songs, games and occupations which may be adapted to the needs of children in the lower grades.

Broadly cultural in its aim and spirit, the school has introduced dramatics, which forms an inherent part of the instruction in oral and written English. Students unite in selecting a great thought, which they amplify, and to which they give concrete form in a drama of their own creating. The public production of the drama further develops their ability to use their mother tongue

effectively; and also closely relates music and physical training with the course in English.

Public School 10 — the school of practice of the teachers training school — occupies the same building. The practice school includes a kindergarten, the eight grades of the elementary school and the first year of high school. The total registration averages 500 pupils. Two rooms are provided for each grade. This increases the facilities for practice teaching by the students. Because of the large registration of the practice school and the fact that each grade has two rooms available for practice teaching, each student-teacher has a minimum of 600 periods of actual teaching in the regular subjects. In addition, the student teaches the so-called special subjects — manual training, music, drawing, physical exercises, and writing, which greatly increases the number of teaching periods. Experience is also given in the routine work of the schoolroom, reports, care of room, and grading of tests and written lessons. Thus it is possible to give each student an extensive experience in practice teaching under the guidance of skilled critic teachers, a close study of children at first hand, and an insight into the practical operation of a schoolroom. During the senior year the student's professional technic is appreciably increased by a varied experience as substitute teacher in the public schools.

Classroom instruction in geography, nature study, history and art are supplemented by excursions to points of local interest, industrial plants, the water front, the Historical Building, the Albright Art Gallery, and places of historical or scientific significance in the vicinity of Buffalo.

The faculty (1915-16) is as follows: Byron H. Heath, principal, psychology and school management; Laura Dunbar Hagarty, history and principles of education, methods in English, reading, phonics, spelling; M. Elsie Davis, methods in arithmetic, algebra, physiology, hygiene, nature study, agriculture; Isabelle R. Ingram, methods in civics, history, geography; Rebecca E. Ormond, methods in music; Alta J. Wiggins, methods in physical training; Clara R. Emens, methods in penmanship; Emma B. Rennagel, methods in drawing; K. Elizabeth Killeen, methods in manual training; Harriet L. Butler, critic teacher, first year high school; Mary M. Van Arsdale, critic teacher, eighth grade; M. Josephine Durney, critic teacher, seventh grade; Charlotte M. Moore, critic teacher, sixth grade; Marguerite J. Hippler, critic teacher, fifth grade; Flora C. Lawrence, critic teacher, fourth grade; Lena S.

Denecke, critic teacher, third grade; Cora E. Briggs, critic teacher, second grade; Jessie L. Dean, critic teacher, first grade; Lois S. Palmer, special kindergarten methods; Bertha G. Wittlief, substitute critic teacher.

Cohoes

The Cohoes training school was originally a kindergarten training school, organized by resolution of the board in 1899. Frances M. Crawford, since deceased, one of the most prominent kindergartners of this section of the State, was the first principal. The grade training school was established in 1902, and for a time these two departments were conducted together. After six years the kindergarten department was abolished, but the grade department has continued until the present time.

The instruction in the school has been carried on under the special care of a succession of able women, assisted by the local supervisors of music, drawing, and physical training. The present principal is Harriet L. Knapp, under whose guidance the school has achieved much success.

From these two departments of the Cohoes training school there have been graduated 216 young women, nearly all of whom, if not all, have secured positions as teachers throughout the State.

Jamestown

The union school system of the then village of Jamestown was organized in 1863, but an academic department was first organized in 1865. In the circular of announcement for the school year 1866-67 appears the following paragraph:

A normal class will be organized at the opening of each term. It will be conducted with special reference to the wants of those persons who propose to engage in teaching. All the branches taught in common schools will receive a thorough review, principles will be explained, themes discussed, methods compared, and much efficient and practical instruction imparted. Twenty of the members of this class will receive their tuition free for one term. The higher branches may be pursued by those students who are prepared to take them.

Although termed a department, this was little more than a class made up of academic pupils, many of whom were more interested, it is to be feared, in the free tuition given to the members of this class than in preparation for teaching. Nevertheless, as lessons and lectures were given by experienced educators real service was rendered to those who were preparing for teaching and not a few

of these who received their entire pedagogical training in this class afterwards became most successful teachers. As appears from the records this class was maintained under the sanction of the Regents of the University continuously till 1889 for at least one or two terms each year. In 1887 the local board of education passed a resolution to the effect that graduates of the high school, even though they were graduates of the training class, must pursue a course of practice work and pedagogical study under local supervision before they could be eligible for appointment as teachers in the Jamestown schools. This action anticipated by several years the state law requiring such training. It must be admitted, however, that this, though a good beginning, was not a severe requirement and, moreover, in times of active demand for teachers this meager preparation was not always insisted upon.

After the training classes passed under the control of the State Superintendent in 1889, these classes were continued in the Jamestown schools even after the organization of the class under local control, and were still carried on after the organization of the city training school under the permissible legislation of 1895, but were finally abandoned before 1900. The Jamestown training school is therefore in part an outgrowth of local initiative and its beginnings are found in the records of nearly half a century ago. Its present motive, however, that of training high school graduates through observation, practice and pedagogical study, had its inception nearly thirty years ago.

Upon the formal organization of the training school in 1895 as above mentioned, two parallel courses of study were established, one fitting for the kindergarten and one for elementary school work. Both courses required that half of each day should be given to observation and practice work and the other half to study and recitation, and each course was under the direction of a separate supervisor. The course was soon extended to two years, again anticipating the state legislation in this action, as it was found that the required course was too severe for a single year's work. The kindergarten training school was continued for seven years and then discontinued, as it did not seem wise to prepare kindergarten teachers so far beyond the needs of the local schools. The elementary department has been maintained with but slight interruption since 1895. The training school principal is also supervisor of the primary grades. During the half day that the members of the training school are engaged in observation, practice and substitute

work in the grades, the principal is occupied with duties of supervision; in the afternoon, in connection with the supervisors of music, drawing, physical culture and penmanship, she conducts the class recitations. In order to accomplish this the juniors and seniors recite in one class. The subjects of study alternate in one class as first year subjects and with the other as second year subjects.

The majority of the pupils have been graduates of the local school, as no effort is made to secure students from other schools. It is not desired that the number of graduates should be sufficient to supply the yearly vacancies in the elementary grades of the local schools, but the training received in observation and substitute work make them most acceptable candidates.

It is of interest to note that during the time this work was carried on under the Regents of the University from 1866 to 1889, and under the State Superintendent from 1899, there were graduated from the "normal" course 247 young men and women. During the life of the kindergarten training school 28 young women completed the required course and from the elementary training course of the city training school 86 women have received the state certificate.

Jamaica

In 1889 New York State had ten normal schools for the training of teachers. Every part of the State was fairly well covered by these schools except the northeastern and the southeastern parts. To provide for the needs of these sections, two bills were introduced into the Legislature of 1889, one for establishing a normal school at Plattsburg and another for establishing one at Jamaica, Long Island. The Plattsburg bill passed and was signed by Governor David B. Hill; the Jamaica bill, though passed by the Legislature, was vetoed by the Governor.

As more than half the population of the State was in the section south of New Paltz, the Jamaica bill was reintroduced in succeeding years and was finally passed in 1893 with an appropriation of one hundred thousand dollars and was approved by Governor R. P. Flower.

Complying with the provisions of the bill, the people of Jamaica purchased five and three-fourths acres of land on the north side of the village of Jamaica, at the corner of Flushing and Highland avenues, and conveyed it to the State as a site for the school.

Upon the acceptance of the conveyance, State Superintendent James F. Crooker appointed in May 1894, a local board of managers



Photo by W. Borden Stage
William H. Maxwell,
superintendent of schools, New York City



Charles W. Cole,
superintendent of schools, Albany, 1878-1912



Charles E. Gorton, superintendent
of schools, Yonkers



T. S. O'Brien, principal
of Albany Teachers Training School

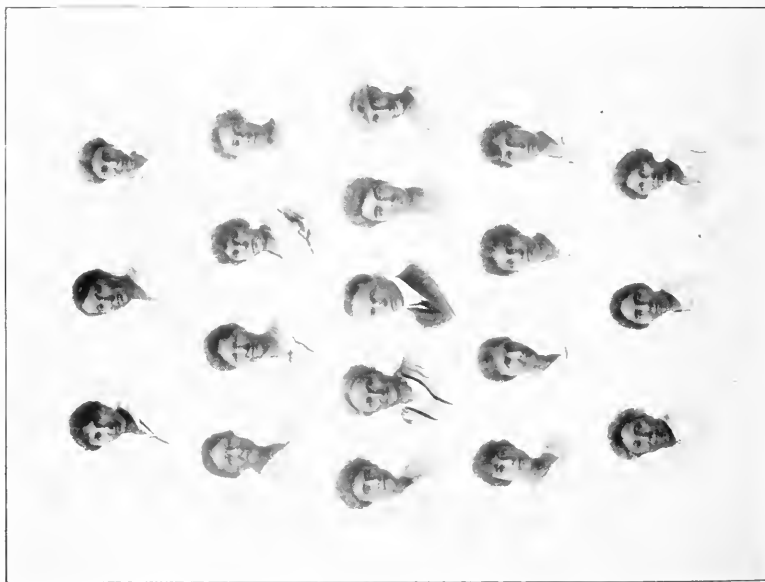


Charles P. Alvord, principal, 1902-12



Byron H. Heath, principal, 1912-

Buffalo Teachers Training School



Faculty

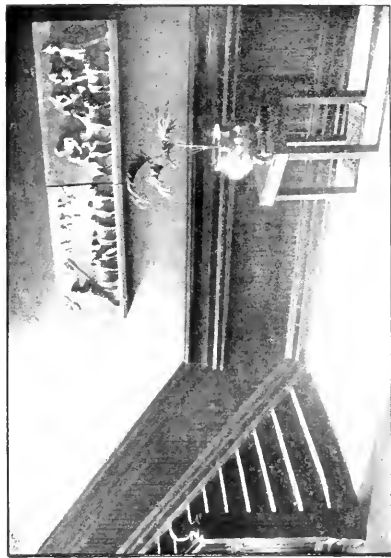
Buffalo Teachers' Training School



Katherine M. Hurlburt



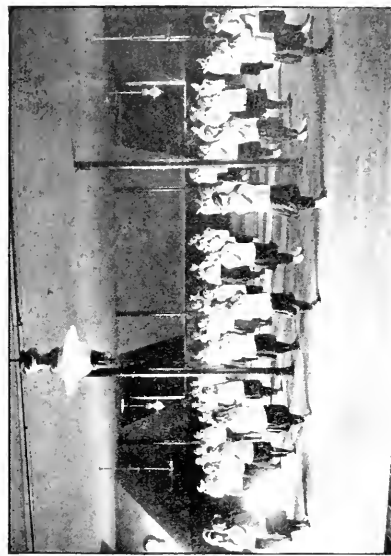
Buffalo Teachers Training School



Stairway, lower hall



Extension work; Buffalo Historical building



Gymnasium



Extension work; Allright Art Gallery



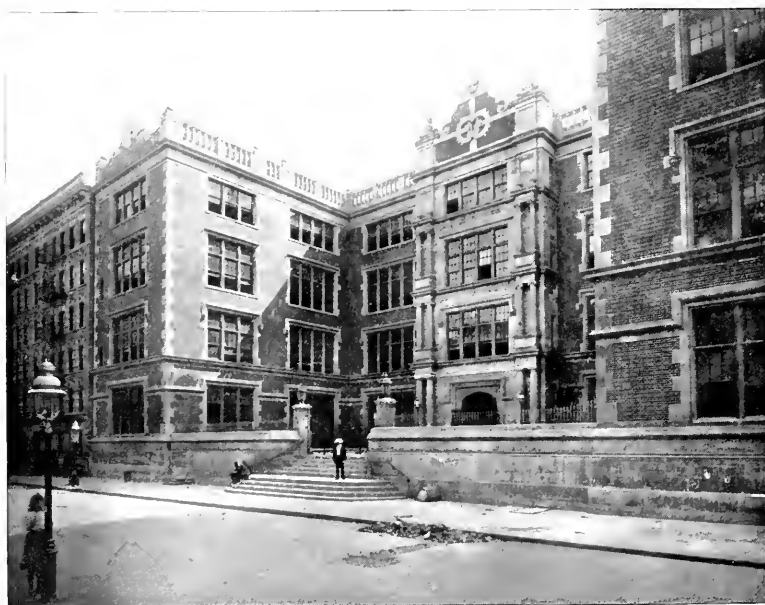
Hugo Newman, principal
of New York Teachers Training School, 1914-



Emma L. Johnston, principal
of Brooklyn Teachers Training School



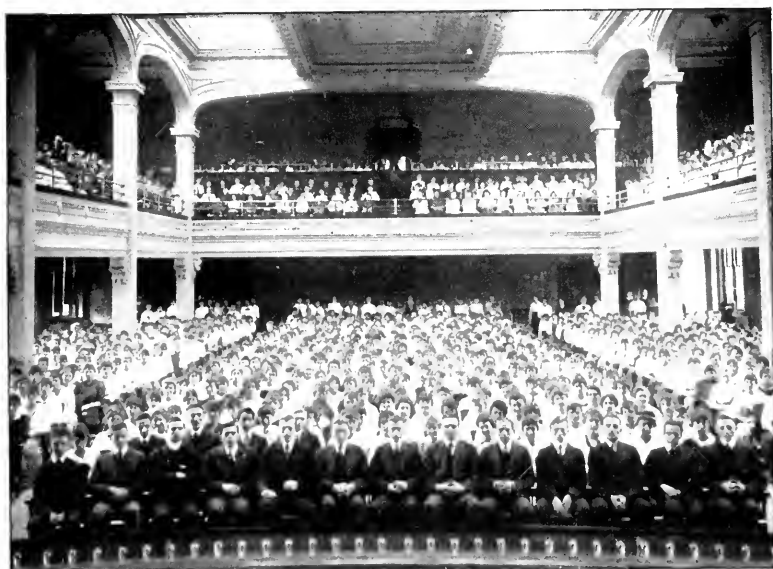
Albany Teachers Training School



New York Teachers Training School



The faculty



Morning assembly (children of the model school in gallery)
Brooklyn Teachers Training School



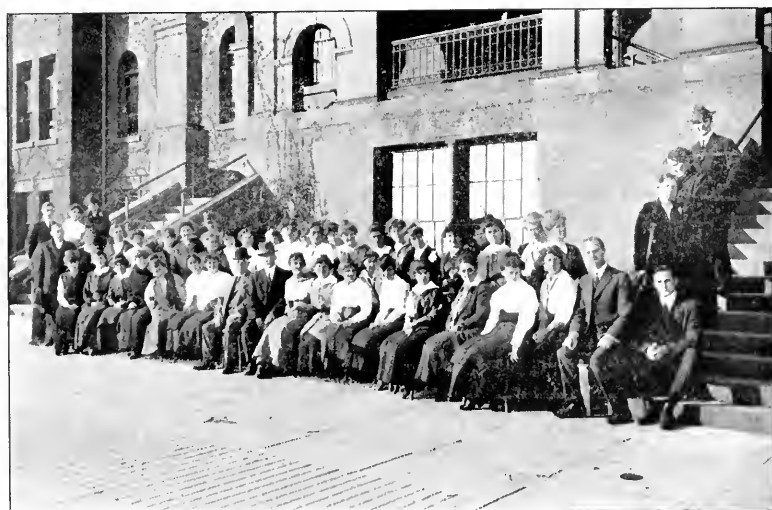
Alexander C. McLachlan, principal
of the Jamaica Teachers Training School



Granville B. Jeffers, principal
of the Schenectady Teachers Training School



Jamaica Teachers Training School



Jamaica Teachers Training School class of 1915

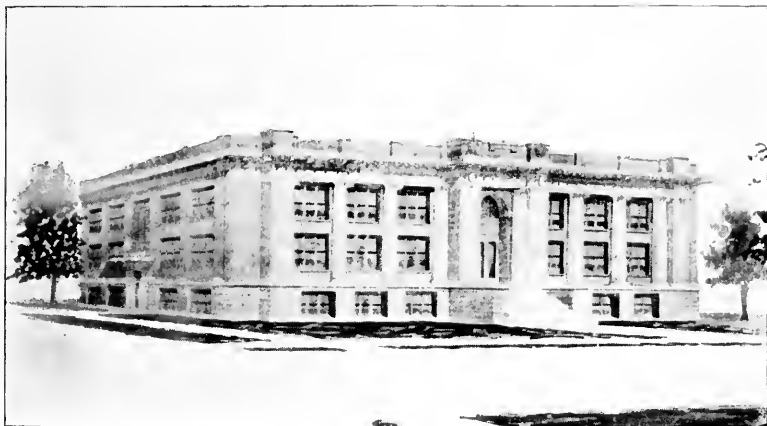


Pupils



Faculty

Rochester Teachers Training School



New Arsenal Street School, home of the Watertown Teachers Training School



Schenectady Teachers Training School



Syracuse Teachers Training School



Class of June 1914



Classroom

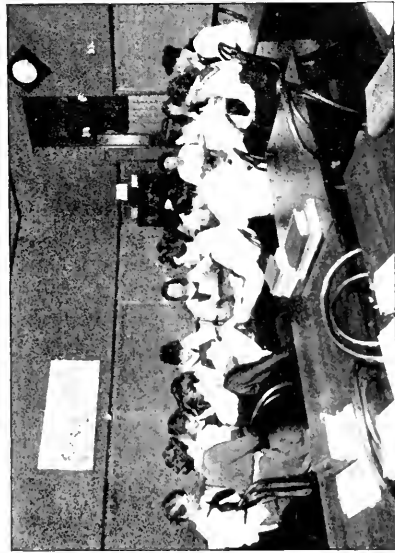


Sketching



Physical education

Jamaica Teachers Training School



Conference hour



Physical education

Schenectady Teachers Training School



J. Edward Banta, principal
of the Syracuse Teachers Training School



E. Marie Walradt, principal
of the Watertown Teachers Training School

consisting of twelve members, as follows: John H. Brinckerhoff, Jamaica; Richard C. McCormick, Jamaica; John O'Donnell, Jamaica; John H. Sutphin, Jamaica; Isaac C. Hendrickson, Jamaica; John E. Backus, Elmhurst; Edward V. W. Rossiter, Flushing; John Lewis Childs, Floral Park; Samuel T. Peters, Islip; John R. Reid, Babylon; Joseph W. Carroll, Brooklyn; John L. Dobson, New Brighton. The board was duly organized by the election of officers as follows: Richard C. McCormick, president; John H. Brinckerhoff, secretary; John Lewis Childs, treasurer.

Edward V. W. Rossiter resigned in January 1895, and was succeeded in the following month by Francis R. Clair of College Point, who, in turn, was succeeded in 1898 by Dr James S. Cooley, of Glen Cove. Doctor Cooley was made secretary to the board soon after his appointment. John E. Backus was succeeded in 1898 by William L. Wood of Jamaica. Isaac C. Henderson resigned in 1898.

Many excellent candidates sought the principalship of the new school, but in August 1894, the board invited Archibald C. McLachlan, an institute instructor, who was not a candidate, to consider the position with a view to accepting it. Upon being assured that he would accept it, in September 1894, the board unanimously elected him principal of the school.

Owing to the failure to procure, from competing architects, an acceptable plan, by which a suitable building could be erected for the sum named in the law, the appropriation lapsed in 1895, under the law governing such appropriations. It was renewed for two years, by chapter 932, Laws of 1895, approved by the Governor June 5th, and work was begun, in the spring of 1896, upon a plan prepared by State Architect Isaac G. Perry, and approved by the Superintendent of Public Instruction, Hon. Charles R. Skinner. An additional appropriation of \$25,000 was obtained for completing the building, and \$25,000 more for heating, lighting, furnishing and equipping it.

Although far from completion, the building was opened for use on September 8, 1897, with more than a hundred students in attendance. The first faculty consisted of Archibald C. McLachlan, principal, didactics; Roland S. Keyser, English and library; Edward L. Stevens, mathematics; Oswald D. Humphrey, science; Irma Genette Port, ancient languages; Clara M. Douglas, modern languages; Jennie Pomerene, history and physical culture; Laura E. McDowell, methods and criticism; Minerva A. Strauchen, music

and elementary science; Lena D. Childs, drawing and assistant librarian; Bianca Schiller, critic in practice school; Anna Garrity, principal intermediate department; Anna Brett, principal primary department.

Despite the fact that the building was unfinished and the equipment incomplete, a fine spirit pervaded the new institution. Teachers were desirous of establishing right traditions and students were eager to make the most and best of their opportunities. At the end of the first year five students who had been transferred from other normal schools were given diplomas. Dr Nicholas Murray Butler of Columbia University delivered the commencement address.

The school entered at once upon a period of prosperity and rapid growth, a fine class of students coming to it from every part of the State. From the beginning it took a high stand for character, scholarship and efficiency. High school graduation was soon required as a condition for admission. Candidates who gained admission and evinced, after fair trial, little aptitude for teaching were advised to withdraw from the school and seek other vocations for which nature had better fitted them.

In a few years the school became one of the large normal schools of the State, having between four and five hundred students. The number of graduates increased yearly and found favor and ready employment in the best schools of the city and State.

Unforeseen and untoward conditions, however, were developing which in time affected seriously the welfare of the school. At the time the school was opened, Jamaica was twelve miles east of the eastern limit of New York City. When consolidation was effected later, the limits of Greater New York were so extended as to include Jamaica in the greater city. The rural village had become a part of a great city. Changes, radical and revolutionary, followed in every department of business, local school administration and government. Bridges and tunnels under construction, connecting the new part of the city with the old, made rapid changes in values. Real estate increased in value from 100 to 400 per cent. Rents were increased from 60 to 100 per cent and, as a consequence, rooms and board which had been obtained easily by students of the normal school for \$4 or \$4.50 a week, went up to \$6 and \$8.

The first graduates of the school were permitted to teach in the schools of the city by virtue of having a state normal school diploma. In time a regulation was made requiring graduates of all normal schools, including Jamaica, to pass a city examination before they

could teach in the city, and finally an additional regulation was made requiring graduates of all normal schools to have one year's experience in teaching before they could even take the examination for a city license.

The increased cost of living and the increasing difficulties put in the way of normal graduates in securing positions in the city schools caused much unrest among the students of the school.

By the provisions of the Davis law which was passed after consolidation, the teachers in the city high schools were paid salaries from 60 to 100 per cent higher than were teachers in the normal school, and even elementary school teachers were paid maximum salaries much in excess of those paid to the normal school teachers. This anomaly produced dissatisfaction and unrest among the normal school teachers. With unrest among students of the school and a growing feeling of injustice among the teachers, the situation became critical.

In time, the conclusion was forced upon the authorities that a state normal school in a great city in the midst of a rigid educational system of which it was no part, was unfortunately located.

By the provisions of the following bill, which was passed by the Legislature in 1905, the school was transferred by the State to the city as a city training school for teachers.

Section 1 The normal and training school heretofore established in the former village of Jamaica, in the county of Queens, pursuant to the provisions of chapter 553 of the Laws of 1893 entitled "An act to establish a normal and training school in the village of Jamaica and county of Queens," including all the lands, building and appurtenances thereunto belonging, shall be transferred and conveyed to the city of New York, for the use of the said city as a training school and public school on the first day of January 1906, upon terms to be fixed and agreed upon by a commission consisting of the mayor, comptroller, and president of the board of education of the city of New York, and the Commissioner of Education and the Comptroller of the State of New York.

§ 2 Upon the transfer of the said school under the terms fixed by the said commission, the conduct, management and support thereof shall be regulated by chapter 378 of the Laws of 1897, as amended by chapter 266 of the Laws of 1901, known as the Greater New York charter.

§ 3 The principals, teachers, janitors and other employees of said school shall be transferred from the service of the State to the service of the city in the respective positions to which they have been appointed, and shall be entitled to such compensation as is now provided or may hereafter be provided for similar positions in the schools of the city of New York by the lawful authority, subject to change of title and to transfer, reassignment or removal for cause, as may be provided by law; and all such principals, teachers, janitors and other employees shall be eligible for reappointment,

subject, however, to the right of the board of education of the city of New York, to abolish unnecessary positions, and subject also to their complying, in the case of teachers, with the provisions of the board of education of the city of New York with regard to renewal and permanence of license, and, in the case of janitors, with the provisions of the law relating to the civil service that are applicable to the city of New York.

§ 4 Provisions for the maintenance of said school and the payment of salaries shall be made by the board of estimate and apportionment in the budget for 1906.

§ 5 All acts or portions of acts inconsistent with the provisions of this act are hereby repealed.

By a special act of the Legislature, the members of the class of 1906 were given at their graduation in June, state normal school diplomas. All succeeding classes received, upon graduation, city training school diplomas and state training school certificates.

As the school under the new conditions would not teach academic subjects, the teachers of ancient and modern languages and higher mathematics were transferred to city high schools.

Upon the transfer of the school, the requirements for entrance were materially increased. Students who had been able to enter under the minimum requirements of the State were excluded by the higher requirements of the city. Candidates residing outside the city were required to secure for admission higher ratings in the Regents examinations than were candidates from the city high schools. They were also required to take their final state examination in academic subjects for admission, in one of the city high schools and pass a physical examination prescribed by the city. All this, of necessity, reduced the number of students in attendance at the school. In the year 1915 the requirements for admission of students from high schools outside the city were made the same as those for students from high schools within the city.

A decided improvement in the new order over the old was seen in the reorganization of the model school. Seventeen classes were organized, including all grades from the kindergarten through the 8B, each having a model teacher in charge. These classes were used for observation and a limited amount of practice. The plan afforded the teachers in training an opportunity to see superior teachers and to teach under expert guidance, and at the same time it conserved the welfare of the children.

A most notable feature of the change incident to the transfer of the school was the plan of "practice teaching." At the end of the third term of the four-term course, the teachers in training who have done satisfactory work are given what is known as the

"examination for license no. 1." Those who pass are assigned for practice teaching to the several elementary schools in the vicinity of the training school. They are visited at these schools by critic teachers who supervise and report upon their work. At the end of the term, if their work is satisfactory, they are recommended for graduation.

During the first nine years the school issued 842 state normal school diplomas to its graduates. During the following eight years it issued 795 training school diplomas.

The present faculty (1915) consists of Archibald C. McLachlan, principal; theory department: Roland S. Keyser, English; Oswald D. Humphrey, psychology and science; G. Hastings McNair, mathematics and logic; Anna E. Foote, history of education, United States history and civics; Bianca Schiller, English and penmanship; Letta B. Burns, geography and nature study; Alice M. Tripple, physical training; Fanny E. Roberts, English and nature study; Mary K. Smith, English; Mary H. Cooley, sewing; C. Augusta Messenger (nee Williams), drawing; Anna T. Kerr, music; Roxy R. Greer, critic; Anne G. Van Aken, critic; Sara M. Drinkwater, clerical assistant. In the model department: Mary Louise Eastman, head of model school; Emma G. Marsh, 8B grade; Jennie T. Frabbito, 8A grade; Alice C. Woodson, 7B grade; Rose L. West, 7A grade; Cecilia J. McNulty, 6B grade; Florence M. Sweeney, 6A grade; Leona O'Connor, 5B grade; Magdalen V. C. Naul, 5A grade; Florence C. Rockefeller, 4B grade; Maude W. Storms, 4A grade; Mabel Young, 3B grade; E. Winnifred Young, 3A grade; Edna M. Webb, 2B grade; Mabel R. Crane, 2A grade; Anna F. Coote, 1B grade; Harriet D. Hallock, 1A grade; Edith M. Baker, kindergarten; E. Naomi Rinn, cooking; Dwight H. Kellogg, shopwork.

New York

The New York training school for teachers was established in 1898 for the purpose of preparing teachers for the grades of the elementary schools of New York City. It is under the control of the city board of education and is supported chiefly by the city.

The school has never occupied buildings specially prepared for its use. It was located from 1898 to 1899 at Henry street, corner of Oliver; from 1899 to 1907, at 119th street, near Second avenue; from 1907 to date, at 212 West 120th street. The principals have been Augustus S. Downing from 1898 to 1904, Edward N. Jones from 1904 to 1914, and Hugo Newman from 1914 to date. In the

theory department there were 6 teachers in 1898, and 41 in 1915. The number of pupils enrolled during the first term was 61; during the fall term of 1915, 783. The number of graduates in the first class (June 1900) was 49; in June 1915, 336; in all, including the class of June 1915, 3312. It is estimated that 2500 of these graduates were teaching in the schools of New York City in September 1915. The entire cost of each graduate to the city and State has been approximately \$320.

There are three departments, the theory, model, and critic. After spending a year and a half in the theory and model departments, pupils recommended by the principal take the examination given by the city board of examiners to all applicants to teach in the grades of the first six years in the elementary schools of New York City (license no. 1). Those who pass the examination satisfactorily spend a half year in the critic department teaching as substitutes at 75 cents a day in the public schools of New York City. Those who are recommended by the principal at the end of the half year are graduated from the training school and placed upon the eligible list for appointment as regular teachers. At the end of each of the first three half years, pupils are also required to take the state examinations for teachers in elementary schools. Those who pass these examinations satisfactorily receive a diploma which is a license to teach in any elementary school of the State except in Buffalo and New York City.

The function of the theory department is to teach methods. The pupils are graduates of high schools having four-year courses approved by the State, and who have passed the examinations and other requirements of the city superintendent and board of education.

The function of the model department is to show how these methods are put into practice by expert teachers (each teacher receives \$500 a year extra salary) in a school organized exactly the same as every other elementary school in the city. In 1915 there were 22 teachers, grades from the kindergarten through the highest grade of the sixth year (kindergarten-7B), and an average of 38 children in each class. Every pupil in the theory department is required to observe in the model rooms 90 minutes once a week during the three half years of the study of methods. In groups of fifteen, the pupils spend a part of each period in conference with the model teachers and the remainder in observation of actual work. At the conferences, each model teacher explains what she proposes

to do at the coming exercise and how she plans to proceed, and after the exercise invites discussion and calls upon the pupils to state both orally and in writing what they have learned.

The function of the critic department is to organize those who have successfully passed the examination for license no. 1, to arrange for their appointment as substitutes in the schools of New York City, to observe them at their work, and to meet them once a week at the training school for discussions, criticisms etc. There are six critic teachers; the course covers a half year.

The school is thoroughly equipped for teaching each subject, and the teachers are supplied with typewriting machines, manifolded machines, lanterns and slides, and apparatus for teaching the growth of plants, the development of insects, etc., by moving pictures. No reasonable request for apparatus or supplies of any kind is denied.

Brooklyn

The Brooklyn training school for teachers was opened May 7, 1885, in what is now Public School 4, Brooklyn, with a principal, three assistants, and forty students, and with a model and practice school having a head and five assistants. It was the first city training school established in the State. The course was one year in length. To gain admission to the school the candidate was obliged to pass an examination for teacher's license, the license known as the B certificate which entitled the holder to teach in any primary class in Brooklyn. Attendance at the training school was not compulsory, the students being eligible for appointment without professional training; but there was never any lack of pupils. After spending thirty weeks in the study of principles and methods of teaching, a student was put in charge of a practice class for ten weeks. The practice classes were supervised by the teachers of methods and by the model teachers. In those days a primary teacher's salary was \$300 for the first year; the training school graduate received a salary of \$400.

The steps in the growth of the school may be indicated as follows:

- 1 The state law has made professional training compulsory, hence the examination for license to teach is given as a condition of graduation instead of admission.

- 2 The course has been lengthened from one year to two years. No studies have been added, but it is now possible to treat each subject more thoroughly.

3 Because of compulsory attendance, of increase in the number of high schools, and of the lengthening of the training school course the yearly average of students on register has increased from forty to eleven hundred.

4 As the number of students increased it became necessary to increase the number of practice classes, hence the school was transferred to the building now occupied by Public School 69, Brooklyn, and Public School 42 and Public School 54 were used as practice schools during the afternoon of each day.

5 In order that the practice teaching done in Public School 42 and Public School 54 might be supervised properly, it became necessary to create the office of critic teacher. Two critic teachers did this work; now that the plan of practice teaching has been extended, seven are necessary.

6 In order to separate the model school or observation department from the practice school and also to have the practice teaching done under natural conditions, and to provide the elementary schools of the borough with substitute teachers, the plan of practice teaching was extended and better organized. All the elementary schools of the city are now practice schools for the training schools for teachers.

7 In September 1907, the first building erected especially for the Brooklyn training school for teachers and thoroughly equipped for the work of the theory department and the department of observation was opened. By a particularly happy arrangement the model school or department of observation is housed under the same roof as the theory department, while remaining in all respects a typical city elementary school. A piece of ground at the west of the building has been lately acquired by the board of education for a school garden.

8 Postgraduate courses have been offered for the last three years, the first of their kind to be given anywhere. The board of education grants a three months' leave of absence with pay to teachers of ungraded classes (mentally defective children) in order that these teachers may take a graduate course in the training school. This course consists of psychology and physiology with special reference to mental defectives, the treatment of speech defects, physical training, manual training, class management, and methods of teaching the common branches to mental defectives. (This course has not been given in the New York or the Jamaica school.)

9 Postgraduate courses in physical training and drawing have been given for the past year in the three training schools of the city of New York. The board of education allows a limited number of regular grade teachers to absent themselves from their classes one day a week in order that they may pursue in the city training school situated in their own borough an advanced course in physical training or drawing. It is expected that the teachers receiving this instruction will be qualified later to teach the subject in several grades in their own schools. Pupil teachers from the training schools take the places of the teachers excused one day a week.

10 For the past year the building of the Brooklyn Training School for Teachers has been used as a teachers' social center. Every afternoon and three or four evenings a week groups of teachers meet for lessons, lectures, concerts, athletics, dancing etc., the board of education making no charge for the use of the building.

Rochester

The first attempt in Rochester to meet the need for trained teachers was the establishment of a "normal and training class" in 1882. The class met once a week for "the careful study of the philosophy of education and the science of teaching." Upon the successful completion of a year's work in this class candidates were passed upon by an examining committee and given a second grade certificate by the board of education. By successfully completing a year of teaching, candidates became entitled to a first grade city license.

In 1889 the entrance requirements to this normal and training class demanded three years' of academic training. The minimum age of students was 18 years.

In 1890 there was made an unsuccessful attempt to place the class under the State Department of Public Instruction, but in the following year the normal course of study was made a post-graduate course of the free academy and put under control and supervision of the State. High school graduation was made an entrance requirement and greatly reduced the class in numbers. Two daily recitations five times a week for thirty-six weeks was the minimum time required for graduation. Members of the class were chosen by competitive examinations, the twenty-five candidates having the highest standings being admitted.

In 1895 the class still had but one teacher, Miss Anne Walker Booth, a graduate of the Oswego Normal School. No practice teaching had been done until about this time when fifty hours was made a requirement.

In 1897, because of crowded conditions in the academy, the class secured rooms in the Durand Building on West Main street but, in the following year, it was reorganized under the name of the Rochester Training School and removed to Grammar School 14, of which R. A. Searing was at that time principal. Miss Booth continued for a time to be the sole teacher, but in 1899, the curriculum having been extended to one and a half years and a kindergarten course established, additional teachers were required. In 1902 the course was lengthened to two years, more teachers were added to the faculty, and the school became the Rochester Normal Training School. Some of the teaching in special subjects was still done by city supervisors, a practice not entirely abandoned until 1910.

In 1903 practice work, which formerly had been substitute teaching in various city schools, was done under the direction of supervisory critic teachers trained for the work, with model teaching a feature, as in state normal schools.

In 1909 a primary-kindergarten course was added — graduates from which are licensed to teach in the kindergarten and the first six grades of the grammar school.

Since 1911 the method teachers supervise the work in the practice department in their respective subjects.

The school now has eleven teachers in the theory department, seventeen in the practice department and an attendance of about one hundred twenty-five young women who are making careful preparation for their chosen profession.

Schenectady

The Schenectady teachers training school was organized in 1897 with Myra K. Smith as principal under the superintendency of Dr S. B. Howe. The Park Place school building was the first home of the school. Later the school was transferred to the Clinton Street building.

The school was organized with a one-year course. It was popular from the beginning, the first class numbering fifteen.

In 1902 the school was discontinued largely due to the resignation of the principal, Miss Smith, to be married. In 1904 it was

reorganized with a two-year course, offering kindergarten training in addition to the preparation for teaching in the grades.

During the two years between 1902 and 1904, a large sixteen-room building on Brandywine avenue was designed and completed with the view that it should be opened as a teachers training and model school.

In a letter written April 11, 1904 to the board of education the Superintendent of Schools, Dr S. B. Howe, says: "The object of such a school in the system is twofold, namely, to train our high school graduates and to inspire and set the pace for the other schools of the city. As to the persons to conduct the school: (1) There should be a male principal who has made an exhaustive study of the history of education, of psychology, of school management and of methods in teaching. (2) The superintendent should be permitted to govern the entire list of teachers in our grade schools and select for the new school those who have especially commended themselves to the superintendent and principals. These teachers are to be critics of the members of the training school in their practice work and so far as possible should be persons who have had training in normal schools or in training schools."

George Edward Marker, a graduate of the University of Illinois, and of the Illinois State Normal University, who was just completing his work in Teachers College, Columbia University, for his master's degree, was chosen as the first principal of the newly organized school. When the city schools opened in September 1904 the new building was not fully equipped. The principal had to give much of his time to the oversight of those employed to care for the cleaning of the building and the placing of the furniture. However, the work of organizing the school for observation and practice was completed and teachers' training began.

Mr Marker remained with the school but one year when he resigned to accept a similar position in the state normal school at Cheney, Washington. His successor, Granville B. Jeffers, a graduate of Illinois State Normal University and of Leland Stanford Junior University, was chosen principal of the school in June 1905, and occupies the position at the present time. The school has had a healthy growth, increasing from a class of three in September 1904 to a class of 34 in September 1915.

The plan of practice under critic teachers inaugurated by Doctor Howe, with a few modifications is the one now pursued. A brief period of teaching is required of all students during their junior

year in order to warrant their continuation in the work. In the first semester of the senior year the students give much time to the observation of critics in teaching. The second semester of the senior year is wholly given to practice teaching. The entire school of about six hundred pupils is grades 1 to 8 is thus taught by prospective teachers for one-half the school year, a competent critic being over two girls, doing about the same grade of work. Before graduation, each candidate for a diploma is required to show satisfactory work in all the details of teaching, the keeping of registers, making of reports, conferring with parents, as well as the regular classroom instruction.

In addition to the entrance requirement made by The University of the State of New York, the local school board conducts an examination for all who seek admission to the school, in which emphasis is placed upon teaching fitness as revealed in the morals, inspirational force, physique, voice, carriage, manner, and general appearance. By such a process of selection the enrolment of the school can be kept within any desired limits.

The present teaching staff is as follows: Granville B. Jeffers, principal; Mary Wheeler, critic and teacher of methods; Mary E. Gorham, critic and teacher of methods; Marcia B. Towne, critic, grade 8; Rebecca Cohn, critic, grade 7; Dorothy Hodges, critic, grade 6; Lillian Carty, critic, grade 5; Jessie L. Springer, critic, grade 4; Alta M. Hayner, critic, grade 3; Eleanor Chambers, critic, grade 2; Florence Brady, critic, grade 1; Lillian Goetz, kindergarten; Margaret Sterling, drawing; Inez Field Damon, music; Alice E. Benbow, writing; Mary G. Mason, physical education; Mary E. Bowen, manual arts.

Watertown

The Watertown training school was founded in 1896, and was first located in the high school building. To afford an opportunity for practice and observation work with primary and grammar school children, the training school was transferred to the Arsenal Street School two years later.

At that time, it was difficult to obtain teachers with professional training and the training school was organized for the purpose of providing trained teachers both for the city schools and for the local rural schools.

E. Marie Walradt, a graduate of the State Normal College, was the first principal and method teacher appointed for the school,

which position she has retained with excellent results up to the present time. The number of students in the first class was ten, all of whom, with one exception, were graduates of the Watertown High School.

Only a one-year course in methods with the required number of weeks of observation and practice teaching was offered up to 1902. In that year the prescribed course was changed to two years, the first year being devoted to instruction in methods, a half year to practice teaching in the city schools and a half year in rural schools.

In 1910, Miss Elizabeth M. Clarke, a graduate of the State Normal College, was appointed supervisor of the practice department, and two years later, a full two-year course was required for graduation from the training school. Miss Florence A. Bell, a graduate of the Potsdam Normal School with successful teaching experience at Yonkers, was appointed practice supervisor in 1912, and in 1914, Miss Pearl Kline, a graduate of the New Paltz Normal School, with successful teaching experience at Yonkers and other cities, was appointed to the position.

During the nineteen years that the school has been organized, 223 students have been graduated, the larger number of whom have secured positions in the city of Watertown, though some have by choice taught in their home towns or villages such as Black River, Chaumont, Three Mile Bay, Carthage, Dexter and Philadelphia. At the present time, one graduate who has supplemented her training school course with three years in Syracuse University, is a member of the faculty of the Potsdam Normal School; three are teaching commercial subjects in the local high school, while fifty hold positions in the different primary and grammar schools of the city, as principal or teacher.

The schools from which the larger number of students have been received are Watertown High School, Philadelphia, Brownville, Dexter, Chaumont, Three Mile Bay, Cape Vincent, Theresa, Felts Mills, Black River and Evans Mills.

The largest class in the history of the school was enrolled in 1911 with twenty-two members. The present class has a membership of eighteen with eight additional in the practice department. This practice teaching is done in the first, second and third grades of the Arsenal Street School and in the third, fourth and fifth grades of other grade schools, with a limited number receiving instruction in departmental work. The training school has been a strong factor in securing well-trained teachers for the public schools of the city.

Yonkers

The Yonkers training school is the youngest in the State, having been organized in September 1909 with an enrolment of thirty-one pupils. In the fall of 1911, the school was transferred to Public School 18, on Park Hill avenue, where it is now comfortably housed in a suite of rooms in the upper story of a handsome and thoroughly up-to-date building, located in a healthful and elevated section of the city. A large, well-heated assembly hall and a fine gymnasium are placed at the service of the students.

The students have also the further and inestimable advantage of coming into close contact with the aims and discipline of a very large grammar school which maintains a vocational department and in which most of the great educational problems of the day are being worked out. Classes of pupils have been provided for actual practice teaching; the principal and the teachers of the grammar school assist in giving model lessons. Indeed, the association with School 18 through the active cooperation of its corps of teachers and the stimulus furnished by its student body has thrust the training school into line, in the way of equipment and efficiency, with older and larger training schools throughout the State.

In the third year of the training school's history the registration was seventy-four and the need of reducing the number of students became apparent when it was found that all the graduates could not be assimilated into the school system of the city. The requirements for admission were raised, which up to that time had been the minimum requirements for admission to normal schools. This training school now requires for admission three years of Latin, and two years of a modern language (preferring two languages), chemistry or physiography, full course of four years in drawing and music, and requires in addition a Regents rating of 70 per cent in all high school subjects taken during the last year in high school.

The aim is to give students practical and effective training in the actual handling of classes in the public schools without demoralizing those classes. Through the kind and judicious cooperation of principals and primary teachers the following plan has been worked out: (1) For an hour a week during three semesters, a year and a half, the students have an opportunity to see the management of children of divers nationalities and widely varying social standing, and to follow at the same time a particular course of instruction through all the grades. Thus a student who is studying methods in arithmetic, observes the teaching of arithmetic from the elementary

first grade through the eighth, and so with geography, reading and English. (2) During the entire last semester, from January 24th to June 23d, the members of the senior class teach and observe in the primary grades of the twenty-two schools. Every student must demonstrate to the satisfaction of a board of three critics that she is able to discipline and instruct a class, relying solely upon herself. She is rated on the eligible list according to merit. A critic teacher is in the field much of the time in order to watch the apprentices and to discover their virtues and faults in time to give the advice or criticism which might save a timid girl from failure or turn a hopeless aspirant into other lines of work. Elizabeth Bruce is in charge of this work. The three critics are Helen Brogan, Rowena Spencer, and Elizabeth Bruce.

The student-teachers return for a conference at the training school every week with a critic teacher and with the principal, at which time a student gives a lesson to children for the sake of criticism and advice. The students also file report cards of their week's work, signed by the principal of the school in which they have been practising.

The critics consider, in passing judgment on a student at the end of her course, the following points: power of discipline, preparation of work, skill in presentation, power of exciting interest, skill in blackboard work, skill in drill, personal appearance, executive ability, regularity in attendance.

Syracuse

By resolution of the board of education adopted August 12, 1879, the Syracuse training class was established in accordance with the provisions of the state law for the establishment of classes for the training of teachers. A part of the resolution follows: "This class shall be formed of such postgraduate pupils as wish to prepare themselves to become teachers. Pupils of lower classes will not be admitted to it."

This class was continued for nine years and was then closed for one year. In the fall of 1889 Mary L. Dwyer, who had formerly been a principal of one of the grade schools in Syracuse and who had just completed a course in special training for such work in the Cook County Normal School, was secured to take charge of the practice work of the re-established training class. Twenty weeks were given to professional study in the high school

under George A. Lewis, and twenty weeks to practice teaching in Putnam School under the direction of Miss Dwyer.

In 1897 the Syracuse training school took the place of the training class. The pupils remained a half year in the high school as a preparatory class, and a year under the name teachers' class, then went to Putnam School for practice for twenty weeks. In 1904 Miss Mary E. Sykes became assistant to Mr Lewis, and other teachers of the high school also assisted him. When the training school was established a kindergarten department was added. This gave a year's special kindergarten training to a year's professional study. The arrangement for professional study in one place and method and practice work in another did not prove wholly satisfactory. The result was that the two departments were transferred to Seymour School and a reorganization of the training school effected. Several rooms on the first floor of the building are given over to the use of the training school and all the grades are used for observation and practice. The kindergarten practice is carried on in all the kindergartens of the city.

The present faculty is as follows: J. Edward Banta, principal; Mary L. Dwyer, director of practice work; Myra R. Chandler, psychology and methods; Nellie Olcott, school management and methods; John J. Raleigh, music and music methods; Louis P. Washburn, physical culture methods; M. Matilda Miett, drawing; Mary F. Cooke, manual training and sewing; Maude C. Stewart, kindergarten methods. The teachers of the grades in Seymour School also give direction in the various grades.

The average number of graduates of the training class was about 18. The average number of graduates of the training school until the reorganization in 1912 was about ten. Since the reorganization the number graduated is sixty-one.

The graduates are largely employed in Syracuse. The city has avoided the usual danger resulting from city training schools — that of too much inbreeding — by requiring training school pupils to try the merit list examinations along with teachers from other schools and places.

THE TRAINING OF TEACHERS IN COLLEGES AND UNIVERSITIES

At the Convocation of 1868 Professor Edward North of Hamilton College read an important paper on "Normal Instruction in College" which was in full sympathy and harmony with the recommendations made by the Regents in the annual report of that body for 1867. The complete paper of Professor North is found on page 701 of the annual report of the Board of Regents for 1869.

The action of the Regents in raising this question in 1867 and in arranging for the discussion of the subject at the Convocation in 1868 was the means of presenting for general consideration the wisdom and necessity of colleges making provision for the training of teachers. The organization of courses of study in colleges has been rather slow but many of these institutions are training teachers for the public schools.

The work which the colleges and universities of the State are doing in this connection is included in this report. The author of the report is indebted to representatives of the various colleges and universities of the State which maintain departments of education or courses for the training of teachers for the preparation of the following reports of the work done in such institutions.

Teachers College, Columbia University

Teachers College of Columbia University was formally founded in 1888 and chartered by the Regents of The University of the State of New York in 1889. Its real origin dates from 1880 when a movement headed by Miss Grace H. Dodge was made toward the better training of teachers in the hitherto neglected fields of the household and industrial arts. Its first head was Nicholas Murray Butler, now president of Columbia University. In 1889 he was succeeded by Walter Lowrie Hervey, now examiner of the board of education of New York City. In its new field the growth of the college was rapid and in 1893 it became affiliated with Columbia University, and in 1898 became the university division of education under the faculty of philosophy, ranking in the university system as a professional school equal to the schools of law, medicine and engineering. James Earl Russell became in 1898, and has since remained, the dean of Teachers College. The president of the

university is president, *ex officio*, of the college, but the college maintains its separate corporate organization, its board of trustees continuing to assume entire responsibility for its maintenance. In 1912 the trustees reorganized the faculty of Teachers College, establishing the faculty of education and the faculty of practical arts. In 1915 a still closer alliance was made with the university under which the faculties of Teachers College became separate faculties of the university with the added powers and responsibilities pertaining to this status.

The faculty of education offers in the School of Education to advanced students of both sexes instruction in the history and philosophy of education, in educational psychology and sociology, and in the theory and practice of educational administration, supervision, and class teaching. The School of Education is now organized exclusively as a graduate school, its curriculums leading to the degrees of master of arts and doctor of philosophy, conferred by Columbia University, and to Teachers College diplomas certifying that the candidate is prepared for some one of the following positions: instructor in education in a college or university; supervisor, principal, or superintendent of a school of all grades; head of an academic or education department in a normal or teachers training school; teacher or supervisor in a secondary school; director of a kindergarten; etc.

The college is giving increased attention to its diplomas, aiming to make them serve in every way professional needs. The diploma for superintendent of schools, for example, requires the completion of a certain group of courses preparing for expert work in administration together with practical exercises in the study of administrative problems in the various types of school systems which are so numerous in and about New York City. A further requirement for a Teachers College diploma is evidence of superior professional ability as evidenced by personality, character, experience, and practical training. Only those students satisfying these requirements may receive a professional diploma. A student may receive a degree without qualifying also for the college diploma.

The Teachers College diplomas includes in their requirements those fundamental studies in education which satisfy the requirements of the Department of Education of the State of New York.

Since its organization as a graduate school in July 1915, the School of Education has doubled its number of graduate students, there now being 517 students who are candidates for the degree of

master of arts and 129 students for the degree of doctor of philosophy, all with education as their specialty.

The faculty of practical arts offers to both men and women in the School of Practical Arts instruction both in education and technology relating directly to fine arts, household arts, industrial arts, music, nursing and health, and physical education. The curriculums lead to the degree of bachelor of science in education or practical arts, conferred by Columbia University, and to the Teachers College diplomas for teachers and supervisors of various lines of practical arts. These diplomas, as in the case of the School of Education, are open only to those who demonstrate professional fitness as well as complete certain curriculums. In cooperation with the faculty of education, the faculty of practical arts conducts graduate work both in technical and educational aspects of practical arts.

There has been a marked increase in the past two years in the number of graduate students in practical arts, all of whom are preparing for advanced work in the supervision of household arts, fine arts, industrial arts, physical training or music, or for advanced work in fields outside of teaching such as dietetics, household administration and institutional administration.

For the degree of bachelor of science in practical arts, there are offered programs of study four years in length, equivalent in standards of admission and graduation to the traditional college course in letters and science. All programs include general cultural subjects as a foundation for a technical training in science and the arts as applied in industrial arts, household arts, dietetics, institutional work, public health, fine arts, the art industries, music, physical training, and certain phases of practical science.

The majority of the students in the School of Practical Arts are preparing for teaching, though there is an increasing number interested in the nonteaching fields, such as illustration, costume design, interior decoration, music, dietetics, institutional and hospital supervision, household management, etc. There is also of students taking the work with a view to application in their own homes.

A large number of students come to the School of Practical Arts after graduation from a standard two-year normal school course such as that given in the normal schools of the State of New York, and usually with several years of teaching experience. Such students are admitted to advanced standing and finish the requirements for the degree generally in two years.

As a part of a great university, Teachers College offers its students opportunities to supplement their college programs by courses given in allied departments of the university. Students specializing in the fields of secondary education may supplement the methods courses in the college by academic work of the most advanced kind. Students in the general or administrative fields of education have ample opportunity for supplementary higher work in philosophy, economics, sociology, history, political science, etc. Graduate students in practical arts have open to them all the facilities of the university laboratories.

In order to supplement its instruction in education aims, conditions and methods, and to cultivate professional skill in meeting actual problems, Teachers College has developed for purposes of observation, the Horace Mann School and the Horace Mann School for Boys, and for practice and experiment the Speyer School. These schools, comprising the kindergarten, elementary, junior high school and senior high school grades, have a total enrolment of more than twelve hundred pupils.

By arrangement with nearby schools of New York and surrounding cities and towns, the college is able to provide for its students further facilities for practice teaching and experimental data gained under actual school conditions, together with opportunities to study every type of school and educational agency. The location of the college in New York City offers large cultural possibilities.

Men and women come from all parts of the world to Teachers College for advanced training. In the number are many in administrative school positions who come for further study on definite problems pressing for solution in the field. Approximately one-third hold degrees from recognized colleges before coming to Teachers College, and the majority have had considerable experience in teaching. Its student body is made up of a highly prepared cosmopolitan group, providing a rich professional fellowship, constantly tending further to dignify the profession. The result of these factors is a high standard of professional achievement. During the academic year the total number of regular students attending Teachers College has for several years been over 4,000, with a steady increase each year.

The college provides for exceptionally able students a large number of fellowships, graduate scholarships, and undergraduate scholarships. There is also a liberal loan fund.

The library facilities of the college are exceptional, there being over 60,000 volumes devoted to education. The main library of the university is also open to all students of the college. The college also maintains an active bureau of publications which devotes its energies chiefly to the publication and distribution of scientific literature, investigations, and experiments relating to education. Many of the contributions to educational theory made by members of the staff of the college are first made public through the bureau of publications.

The buildings and equipment of Teachers College are valued at more than \$4,000,000, and its endowment has now become \$1,900,000. The buildings consist of a main building, the Milbank Building, the Macy Building, the Thompson Building, the Household Arts Building, the Horace Mann School, the Horace Mann School for Boys, the Speyer School, and Whittier Hall (the dormitory for women). Many of these buildings are connected by corridors and occupy the entire block from Broadway to Amsterdam Avenue between 120th and 121st streets. The Horace Mann School for Boys is situated near Van Cortlandt Park; the Speyer School is on Lawrence street about one-half of a mile from the college.

The college makes its facilities convenient for the teachers of New York City by scheduling many of its important courses at late afternoon hours and on Saturday mornings. In cooperation with the department of extension teaching of the university, it offers courses in the cities about New York.

An ever increasing factor is the training offered to those actually engaged in teaching through the summer session which Teachers College conducts in cooperation with the university. This summer session lasts for a period of six weeks, beginning usually the second week in July. Last summer the total attendance was over 6000 students, over 4000 taking work at the college.

Every effort is made to make the work of the summer session of increasing value to the teachers of the State and, where academic credit toward degrees is not desired, there is no formality for admission to the classes. More and more teachers holding a recognized bachelor's degree are availing themselves of the privilege of earning the degree of master of arts and a Teachers College diploma by summer session work alone. This can be done in four summer sessions. Work in the summer session may also count toward the bachelor's degree.

Teachers College therefore offers to teachers of the State advanced professional and academic training to fit them for positions of superior leadership throughout the school system.

The college is always ready in every way to cooperate with the various educational authorities of the State in the improvement of education in the preparation of supervisors and teachers to meet new and responsible needs.

Critic teachers in the normal schools; supervisors in city schools; teachers in secondary schools; superintendents of schools; directors of rural education; supervisors and teachers of household arts, industrial arts, fine arts, music and physical education; principals of elementary schools—these and many others are the contributions of Teachers College to the educational work of the State of New York.

Colgate University

For many years Colgate University has paid especial attention to the matter of training a large number of its students for service in secondary schools. Each year a considerable percentage of Colgate graduates is added to the ranks of the teaching profession in New York and other states. The university has felt this to be an important part of its work in relation to the community which it serves. At present about 40 per cent of the members of the graduating class are taking special courses looking forward to the work of teaching.

The first work designed specially for the preparation of teachers along professional lines was offered in the university in 1893 under the direction of Dr Charles H. Thurber, at that time principal of Colgate Academy and professor of pedagogy in Colgate University. During the period in which Professor Thurber held this position, the *School Review* was founded by him, later to be transferred to the University of Chicago when Professor Thurber became an officer in that institution. From 1897 to 1900, certain courses were offered each year by Professor Melbourne S. Read in educational psychology and history and principles of education. In 1900 Colgate entered heartily into cooperation with the State Department of Public Instruction in its efforts to have the colleges and universities of the State provide a more thorough training along professional lines for prospective teachers. The program of pedagogical courses outlined by the State Department was adopted so as to enable Colgate graduates to qualify for the college graduate professional

certificate. It has been the policy of the university to provide as much work as practicable in excess of the minimum required by the State Department. Professor Read has been in charge of this work during the years from 1900 to 1916. In this connection, a more definite idea can perhaps be given of the service which Colgate University has rendered by specifying the number of graduates who in each year from 1901 to 1915 have qualified for the college graduate professional certificate (provisional): class of 1901, 5; 1902, 12; 1903, 12; 1904, 10; 1905, 10; 1906, 10; 1907, 13; 1908, 21; 1909, 35; 1910, 39; 1911, 23; 1912, 31; 1913, 40; 1914, 29; 1915, 40; making a total of 330 in fifteen years. In 1916, 41 members of the graduating class will in all probability qualify for the state certificate.

In addition to the courses offered by the department of education, there has been all through the period mentioned a hearty cooperation from the other departments of the university by their offering courses in methods of secondary school instruction along the lines of the specific subjects concerned. It has been thought by the university faculty that these courses wisely supplement the work offered by the Department of Education. Each student in qualifying for the college graduate professional certificate has been required to take one or more of these courses as a part of his preparation. The requirement of observation of teaching laid down by the State Department has been met by requiring the students of these classes in education to visit and inspect classes in the better high schools of the cities and villages within reasonable access from the university.

It will be seen from the statements above that Colgate University has taken a deep and serious interest in the matter of preparing a considerable number of its graduates for entrance to the teaching profession. It is the policy of the university to maintain this work and enlarge it as far as practicable.

Cornell University

Charles Kendall Adams, who succeeded Dr Andrew D. White as president of Cornell University, at his inauguration in 1885 spoke of the desirability of systematic instruction in the science and art of education. In the fall of that year students who were planning to teach on graduation, formed an association and arranged for lectures on the general subject of teaching and preparation for the same in colleges. The first speaker in the course thus arranged

was President Adams himself. He pointed out the desirability of making teaching a profession, in the highest and best sense of the word. Other speakers at meetings of this association were Doctor Hoose, principal of the Cortland Normal School, and L. C. Foster, long-time superintendent of the public schools of Ithaca.

About this time a special committee of the board of trustees of the university reported on various matters connected with enlargement of the university's work, and among others, recommended "that there be established at once a chair of the science and art of education." The committee believed "that the university should exert a wholesome and elevated influence upon all the grades of school on which it depends, and with which it comes in contact," and that "such an influence would be materially strengthened by the establishment of the professorship contemplated. The highest efficiency and usefulness of the university can only be attained in connection with a corresponding development and usefulness of the secretary and even perhaps of the primary schools. Nothing can contribute more to this than the successful education of those who are to teach in the art of giving instruction."

The trustees of the university accepted this recommendation and appointed immediately as first professor in Cornell of "the science and art of education," Samuel Gardner Williams, who had been then for six years professor of economic geology. Mr Williams was graduated at Hamilton College, and before becoming a member of the Cornell faculty had been for years the efficient principal of the Ithaca Academy. He brought therefore to the new duties a large and valuable experience in public secondary education. For the following year he offered two courses of instruction, one each in the history and the principles of education.

Professor Williams's work continued successfully until his retirement in 1898. The trustees then appointed as his successor, Charles De Garmo, at that time president of Swarthmore College. Doctor De Garmo had received a careful training in the theory and practice of education in the Illinois State Normal University. After his graduation there, he was engaged as teacher and principal in public schools, and in the Illinois Normal University itself. The years 1883 to 1886 he spent in Germany as a student of psychology and education. Doctor De Garmo is widely known as a writer and lecturer. He was an excellent instructor, and many teachers scattered throughout the United States revere him as a wise guide, able instructor, and always faithful and devoted friend. Under his

guidance the department of education flourished. Seeing the desirability for a closer connection with psychology, he secured the appointment of an assistant professor in educational psychology. Doctor G. M. Whipple held this place from 1902 to 1914. Doctor Whipple's work is widely known as of the first importance, theoretically and practically.

Doctor De Garmo having reached the age limit, was retired at the end of the academic year in 1913. At this time a permanent successor has not been appointed.

In the belief that still further enlargement of the work in this field is essential, the trustees in 1907 voted to create a School of Education, and chose as its first director, Dr A. Ross Hill, then professor of education in the University of Missouri. During the year 1908-09 Doctor Hill elaborated his plans for the school in question. At the end of the year, however, he was elected president of the University of Missouri, and left Cornell. Since then, George P. Bristol has had the administrative direction of the school.

Not long after the establishment of the State College of Agriculture at Cornell, the need for systematic training of teachers in the rapidly developing field of rural education became evident. Provision was made for this by the organization of a normal course in the college. In this, instruction was given to students in various aspects of rural education, especially elementary education in nature study and the simpler aspects of biologic science. A work of great helpfulness to the teachers of the State, and to their schools, was established and carried on through personal visits and addresses in different parts of the State, and by a very large correspondence. All persons engaged in public school work will remember with gratitude Alice McCloskey, and "Uncle John" Spencer, no longer living, who devoted their energies and devotion to this work. This is still carried on by Professors Charles H. Tuck, Edward M. Tuttle and R. H. Wheeler, with a corps of able assistants.

A further step was taken in 1914 when George A. Works was called from the University of Minnesota to be professor of rural education. In the short time he has been in the State he has made a favorable impression on all who have come to know him, both in and outside the university. He has had a long and careful academic training together with experience in the Middle West as a teacher and administrator. Under his guidance graduates of the State College of Agriculture who wish to teach, are being prepared in a most thorough way for efficient work in their field.

The idea of the training of teachers during the summer vacation is due to Prof. N. S. Shaler of Harvard University, who in 1868 took a party of students with him when doing field work in geology in Virginia. In 1875 he organized a regular course in geology at Cumberland Gap, Ky. He was a persistent advocate of systematic instruction during the summer. His arguments were given clearly and with great force in a paper published in the *Atlantic Monthly* for December 1889. Like other new ventures, the plan made its way slowly, and not until 1891 were summer courses of study formally recognized by Harvard University.

At Cornell University courses of instruction in nineteen departments were offered during six weeks in July and August 1892, to teachers and other advanced students, and were attended by 85 teachers. The following year the university gave formal recognition to this work, and established, as a regular part of the university, the summer session. Its growth since then has been steady and the development of summer study under university auspices has been a marked feature of the last twenty years.

From the outset at Cornell systematic attempts were made to take advantage of the uncommonly rich facilities of the location and vicinity for out-of-door work. The departments of geography, geology, botany, biology, and nature study have been attended by large numbers of teachers from the start. The combination of out-of-door life with careful scientific study has been not only attractive, but extremely profitable.

For some years instruction of a kind suitable for teachers of secondary schools has been offered in all branches of the curriculum. In addition to the departments already mentioned, there has grown up a large and strong department for the training of teachers and supervisors of music for public school work. For the training of teachers of German a special home is provided in the summer where German only is spoken. In this way the teacher is surrounded, so far as may be, with the atmosphere of the language.

The value of summer training to teachers has been widely recognized. Some boards of education have made consistent and faithful work in a university summer school a condition of promotion. Not every teacher should try to do systematic study every summer. Comparatively few, however, have not left the university in better health than when they entered. It is the one possible way for the great majority of our public school teachers to grow intellectually and to gain inspiration and power for their work.

Rochester

The first recognition of the professional element as such in the training of teachers in the University of Rochester occurred in the early nineties, when President David J. Hill gave a lecture course on education. In a short time this work was turned over to Prof. George M. Forbes, who was then teaching Greek and the history of philosophy. Professor Forbes was by temperament and interest, as well as by special training in Germany, especially well qualified to give instruction in philosophical lines. It was quite natural, therefore, that at the end of President Hill's administration the courses in psychology and ethics taught by Doctor Hill should be added to the list of Professor Forbes's courses. Thus there was created a regular department of philosophy and education.

Professor Forbes devoted himself with as much interest and enthusiasm to the upbuilding of the teacher-training work as he did to the traditional subjects of the philosophical field. He was one of the first men in the State to see the importance to the teaching profession and to the public schools of State recognition for the professional training of teachers in the colleges. It was at his suggestion and solicitation that Superintendent Skinner called a conference of representatives from the various colleges of the State to consider some form of certificate for college graduates who met a definite professional requirement during the college course. As a result of this conference, the State Department of Education laid down certain requirements, including prescribed professional work, for what is now known as the college graduate professional certificate.

Professor Forbes was for twelve years a member of the Rochester board of education, acting as president of the board for six years. His practical experience in public education he supplemented by a year of travel and study abroad during which he personally investigated the educational systems of all the leading countries of Europe. It is not surprising that under his leadership the work in education grew to such proportions that the combined work in philosophy and education was too much for one man. Dr Irving E. Miller was appointed assistant professor of philosophy and education in 1914. The professional work has been extended under this arrangement so as to make possible the following list of courses for the professional training of teachers: psychology and logic, one year; principles and history of education, one year; ethics, with special refer-

ence to moral education, one year; child psychology, applied psychology, psychology and pedagogy of religion, one year; current movements in education, secondary education, special research in education, one year.

Teachers College — Syracuse University

The Teachers College at Syracuse University began as a department of education in 1900 and continued as such until the fall of 1906. At that time all the various work looking to the training of teachers was brought under one administrative head, and organized into the Teachers College and made a separate school of the university, and has continued as such since.

It carries on three lines of work: pedagogy, trainers of normal art, and normal music. It confers the following degrees: bachelor of pedagogy, and in connection with the Graduate School, M. A. and Ph. D. One of the distinguishing characteristics of our college is that it does not have separate professors of methods, but the method work is given in the several academic departments of the university.

The college has its own campus and building adjoining the main campus. Dr J. R. Street has been its only dean. Dr A. S. Hurst, graduate of Yale, is associate in the history of education, and Doctor Penny is professor of psychology. The normal art is under Rilia Jackman, a graduate of Pratt Institute. There are associated with her two others. Normal music is in charge of Professor Nagel, an Oberlin graduate. Associated with him are four other teachers.

The summer school in Syracuse University was organized in the winter of 1902, with Dean J. R. Street (then professor of pedagogy in the College of Liberal Arts) as director. The courses were all from the curriculum of that college or from the advanced entrance requirements to that college. Among these courses were 8 semester hours of work in pedagogy: history of education, psychology of education, genetic psychology, and psychological aspects of education. During the next ten years there was no addition to the amount of work offered, but there was alternation of some of the courses. For example, in 1907 the courses were history of education, philosophy and principles of education, general and educational psychology, methods.

In 1912 the amount of work offered was doubled. The courses then were history of ancient and mediaeval education, history of

modern education, philosophy of education, principles of education, general psychology, educational psychology, Herbert and Froebel. In 1916 the work will be increased to 18 semester hours, mainly by putting school administration in place of philosophy of education and by adding history of philosophy.

The work was begun by Dean Street and continued by him for two or three years, when it was handed over to Dr Albert S. Hurst, who carried it on till 1913. In 1914 Dean Street took up the work again for one year. In 1915 on account of the late withdrawal of the two men advertised for the work, it was done by Professor Roy C. Holl and Superintendent James B. Wells.

By the organization of our Teachers College in 1907 the department of pedagogy went to that college, and Professor Street became dean of the college. That, however, made no difference with the kind of courses offered in summer school or the status of the courses.

Hunter College of the City of New York

Among the colleges of liberal arts which maintain departments of education is Hunter College of the City of New York. This institution has a four-year course above the high school, and grants the degree of B. A. under its charter given by the State in 1888.

This institution, for many years known as the Normal College of the City of New York, was originally founded in 1870 as a school having courses in pedagogy in addition to the usual academic subjects. The purpose of its foundation was to provide for the public schools of the city of New York, not so much a body of technically trained teachers as a body of teachers with a broad academic training.

Its first president, Dr Thomas Hunter, after investigating, forty-five years ago, the work done in schools organized for the specific purpose of training teachers, found that they were attempting to give a professional training based on a very meager academic education. The futility of this sort of organization was fully realized by him; and the course of study adopted from the first for this institution comprised a careful study of ancient and modern languages, mathematics, history and the sciences, to which was added, later in the course, work in methods of teaching. The purpose was to correct a serious defect in the preparation of teachers, namely, the lack of a proper foundation of general education.

Although the course of study of Hunter College was always chiefly academic in nature, the work of the department of education, sustained by the accompanying liberal studies, was so successful that at one time this college was the chief source of teachers for the schools of the city. With the establishment of the city training schools, and with the great increase in the city school system, its product became comparatively smaller; but it still furnishes annually a large number of teachers, both for the elementary and the high schools. This service to the city has always been a special mission of the college; and while its course of study has gradually expanded, on the academic side, into that of a true college of liberal arts, it has kept and developed, as optional work, its courses in education. It holds to the view that it is the duty of all colleges of liberal arts to encourage at least some of its graduates to take up the work of teaching, and to provide, during the undergraduate years, proper courses for that purpose. Especially should they do this for the high schools. In Hunter College, the optional courses relating specifically to education comprise about one-seventh of the entire work. They are offered chiefly in the last two undergraduate years.

The department of education of Hunter College is under the direction of Prof. James M. Kieran. The president of the college is George Samler Davis.

New York University School of Pedagogy

The School of Pedagogy of New York University, which claims the distinction of having taken the initiative in the establishment of professional schools of pedagogy in this country, was incorporated as a separate department of instruction upon an equal basis with the other professional schools of the university in 1890. On March 3d of that year the university council decided to establish the school in view of the increasing popularity of a series of lecture courses on pedagogy, offered in connection with the university's extension method of instruction by Dr Jerome Allen, dean of the school until 1894. These lectures on pedagogy, which were continued for several years prior to the opening of the school, formed the basis of the first curriculum, the completion of which conferred upon its graduates the degrees of doctor and master of pedagogy — the first professional degrees in education offered by a university in this country.

Plans for the establishment of the School of Pedagogy were facilitated through the fact that a moderate endowment recently

made available to the university overcame financial difficulties which immediately presented themselves. Four professorships and three instructorships were established and in the year following its founding the school conferred its first doctorates of pedagogy. Within a comparatively short period the school continued to expand and in every respect proved that it was no longer to be regarded as a novel experiment in education, but a practical phase in the development of professional education.

One of the methods by which the university assured the success of the new school was through the organization of the women's advisory committee, which from the beginning has continued to lend its assistance and support to the administration of the School of Pedagogy. The women's advisory committee was formed through the plans of the university council when it became apparent that women were to form a large contingent of the student body in the newly organized school. In accordance with this idea, the university council elected twelve representative women interested in the higher education of their own sects. Of this number it was provided that one-fourth were to retire annually upon appointment of their successors. The committee chose Miss Emily Ogden Butler as its first president and Mrs Eugene Smith as the first secretary. The cooperation of the advisory committee has been a valuable asset to the growth of the school. Members of the committee have made it their business to become thoroughly acquainted with the organization and administration of the school; they have investigated methods of instruction, supported the faculty with their assistance and practical suggestions, and are familiar with every detail of the School of Pedagogy as a result of personal interest and analysis of methods. The president of the organization at the present time is Mrs Edward C. Bodman, while the secretary is Miss Emily Coddington.

Since 1898 the School of Pedagogy has occupied the ninth floor of the University Building at Washington square — a fact which is partly responsible for its rapid growth because of its accessibility for both New York City teachers and teachers in suburban schools of the metropolitan district. The location of the school in its present quarters was at first made provisional upon the ability of the university to secure one thousand dollars to meet its cost, but the size of the school in recent years and its relative importance as an integral part of the university has removed the possibility of separating it from the general headquarters of the university at Washington square.

Upon the death of Doctor Allen, the first head of the school, Dr Edward R. Shaw, one of the leading educators interested in the new movement of establishing pedagogy as an autonomous profession, became dean and occupied the newly established chair in institutes of pedagogy. At the present time, 1915-16, the place of Thomas M. Balliet, who is dean of the school and who is absent upon sabbatical leave, is being taken by James E. Lough, professor of experimental psychology.

The first curriculum of the school which was offered to graduates of state normal schools or students having equivalent entrance credentials, included instruction in pedagogy, the history of education and ethics, experimental and physiological psychology, descriptive psychology, and pedagogics. A much wider scope of instruction is indicated by the courses presented at the present time, which have been extended to include the education of defective and delinquent children as well as vocational education. Among its more recent innovations is the incorporation in the curriculum of courses for the training of teachers in city department stores — a phase of the cooperative plan of education.

Thomas Hopkins Gallaudet was born in 1787 and died in 1851. During 1832 and 1833 Doctor Gallaudet was professor of the philosophy of education in New York University. This was the first professorship of education in the United States. With the opening of New York University (then called the University of the City of New York) in 1832, there was established a chair of the philosophy of education for "educating teachers of common schools." Thomas H. Gallaudet filled this post during the years 1832 to 1834. This was probably the first effort made in the United States for the special training of teachers of common schools.

College of the City of New York

In June 1907 the board of trustees of the College of the City of New York decided to organize a department of education and appointed Dr Stephen P. Duggan head of the department. The object in organizing this department was to render a direct service to the city, first in the preparation of male teachers for the city elementary and secondary schools and second for the improvement of teachers in service by giving courses of instruction for their benefit after school hours and on Saturday. Doctor Duggan gradually gathered about him a corps of seven instructors, each an expert in some particular field of educational work. All courses in the



James Earl Russell, dean
of Teachers College, Columbia University



Teachers College, Columbia University, in 1894



Teachers College, Columbia University

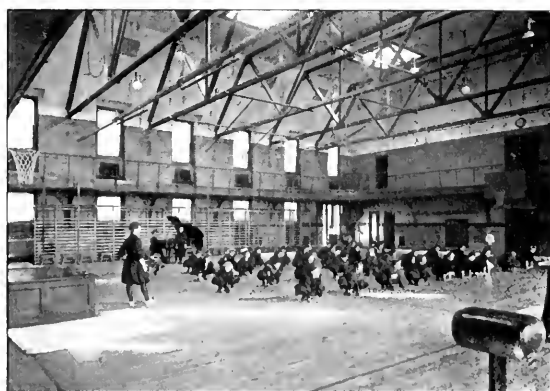
From left to right: Horace Mann School, Thompson Building, main building, household arts building, Whittier Hall



Chemistry laboratory



Cooking laboratory



Gymnasium
Teachers College, Columbia University



Charles De Garmo,
formerly professor of education, Cornell University



George P. Bristol, director
of summer session, Cornell University



State College of Agriculture, Cornell University



Goldwin Smith Hall, Cornell University



Geography class



Botany class



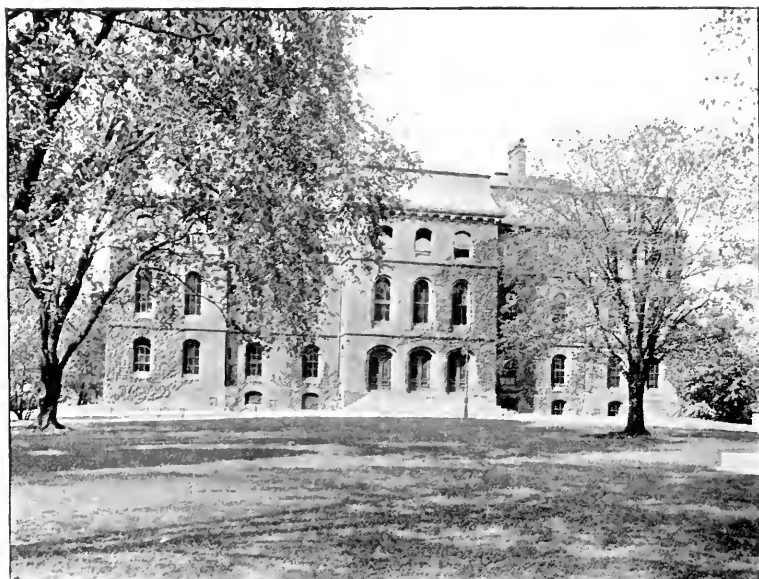
Department of music
Cornell University summer session



Samuel Gardner Williams, formerly head
of the department of pedagogy, Cornell University



George M. Forbes,
professor of education, University of Rochester



University of Rochester



Teachers College, Syracuse University



Jacob R. Street, dean of Teachers College, Syracuse University



Edgar C. Morris,
late director of summer school, Syracuse University



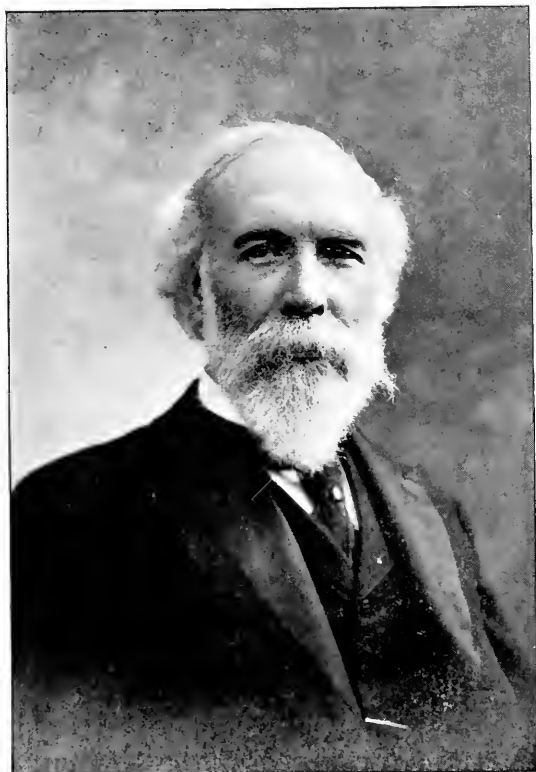
M. S. Read, professor
of psychology and education, Colgate University



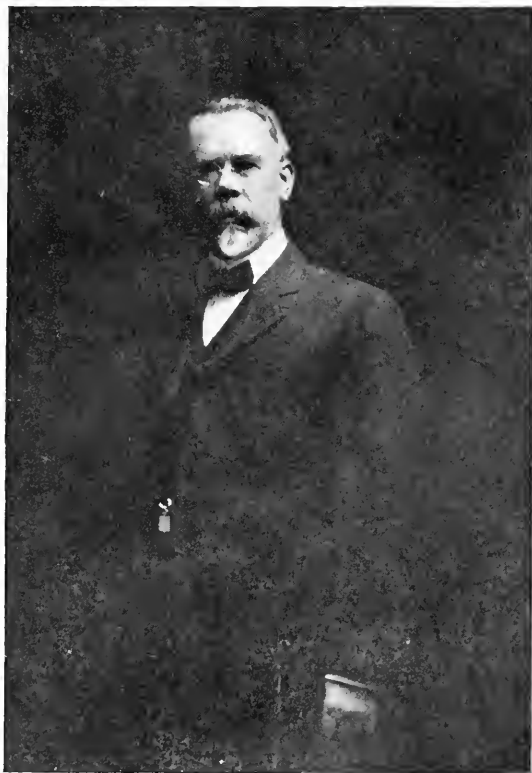
Class in education



Lathrop Hall, in which the courses in psychology and education are given
Colgate University



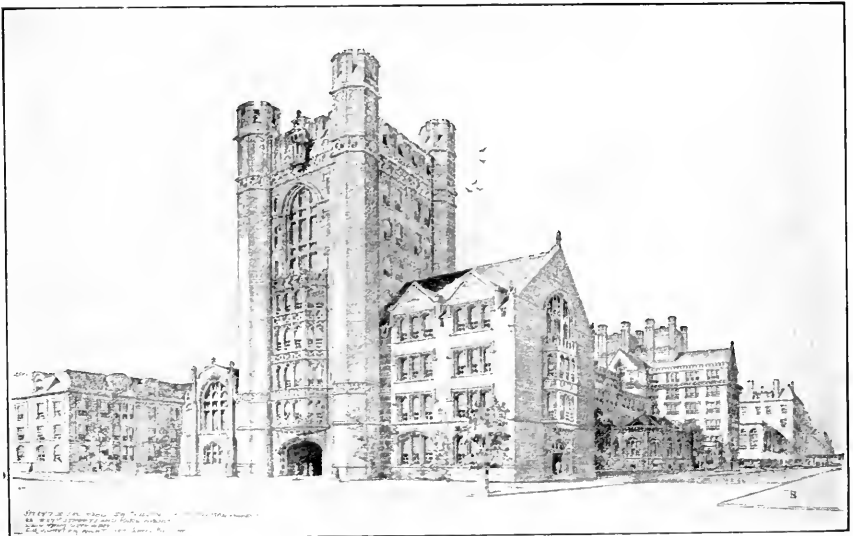
Thomas Hunter, former president of Hunter College



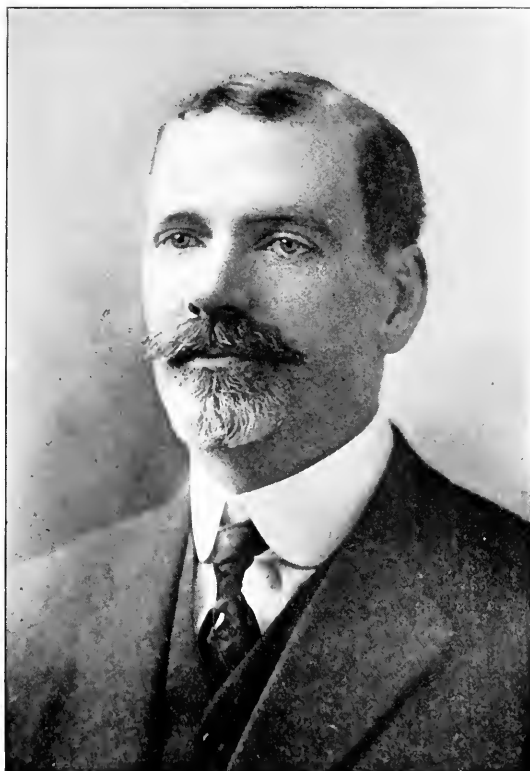
George S. Davis, president of Hunter College



Old building of Hunter College



Present building of Hunter College



Stephen P. Duggan, College of the City of New York



Townsend Harris Hall,
College of the City of New York



Thomas H. Gallaudet, professor
of education, New York University, 1832-34



Thomas M. Balliet, dean
of school of pedagogy, New York University



Jerome Allen, dean
of school of pedagogy, New York University, 1890-94



James E. Lough, secretary
of school of pedagogy, New York University



Edward R. Shaw, dean of school of pedagogy,
New York University, 1895-1901



John F. Condon, head of department of education,
College of New Rochelle



Calvin L. Lewis, director of Hamilton College
summer school of English



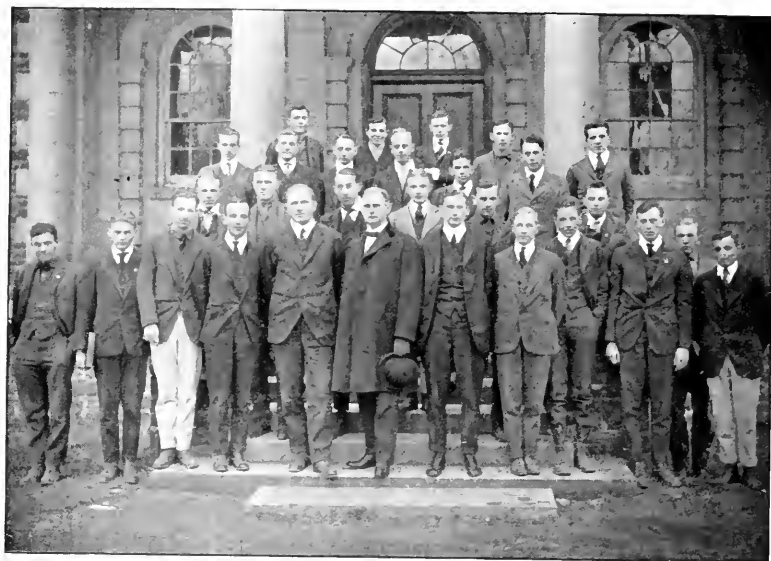
W. H. Squires, head of department of philosophy,
Hamilton College



Carnegie Hall, Hamilton College;
used as women's dormitory during summer school



South Hall, Hamilton College; men's dormitory



Hamilton College seniors in pedagogy



D'Youville College



College of Mount Saint Vincent



Richardson Hall, in which department of education of
St Lawrence University is located



Laboratory of experimental psychology, department of education,
St Lawrence University



Charles M. Rebert, head of department of
education, St Lawrence University



Smith Hall, William Smith College



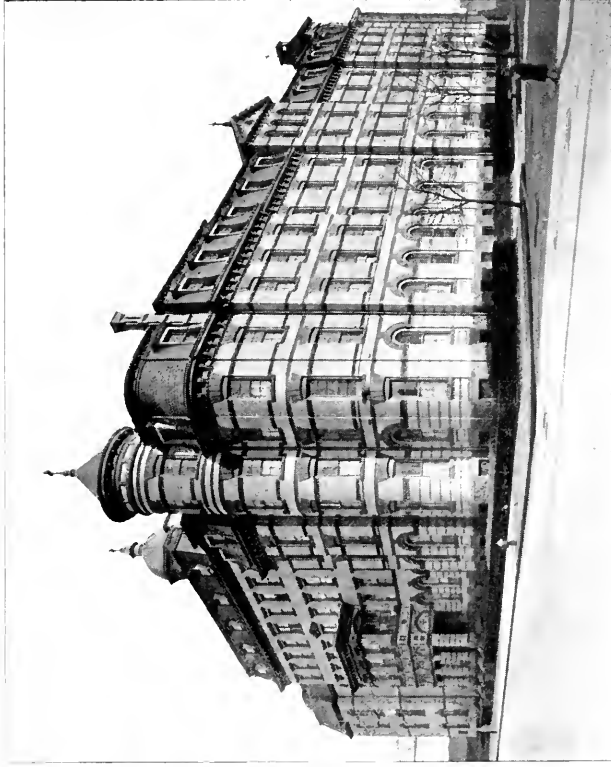
Foster Partridge Boswell, William Smith College



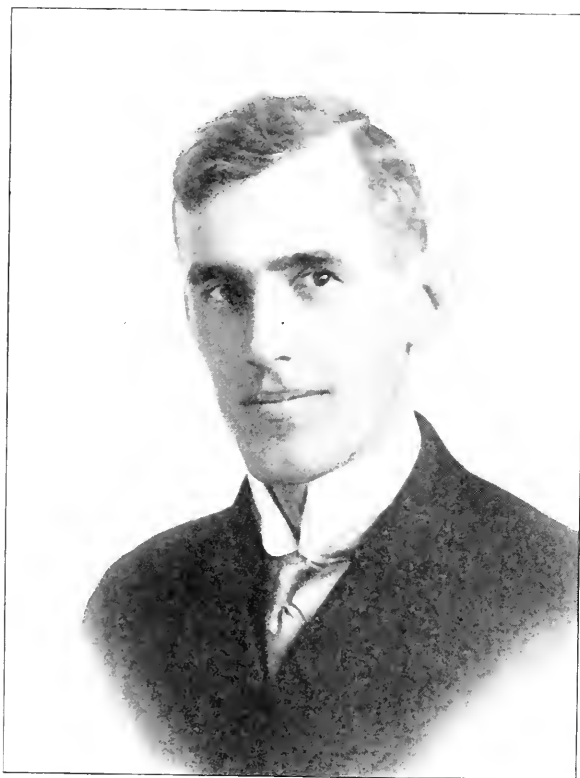
Florence May Kunkel, William Smith College



Rev. E. L. Carey, registrar
of St. John's College



St. John's College



Ford S. Clarke, head of department of education,
Alfred University



Kanakadea Hall, home of department of education, Alfred University



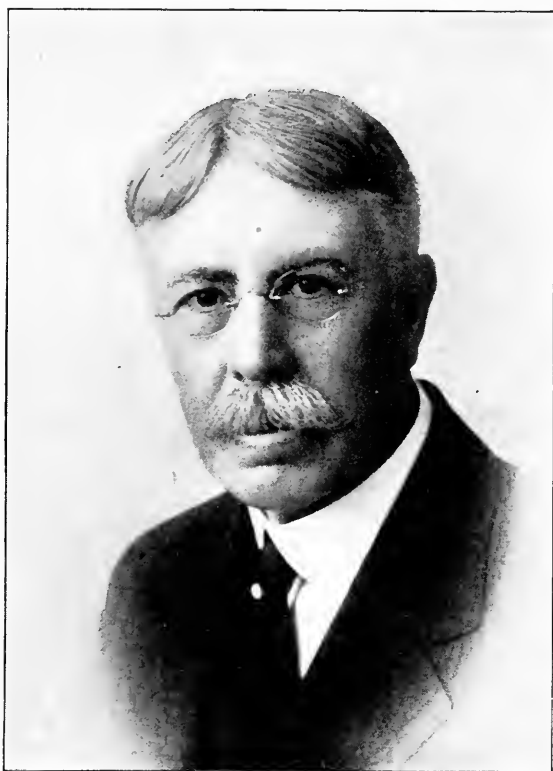
Home of the department of education, Elmira College



J. R. Tuttle, head of department of education,
Elmira College



Adelphi College



Eugene Bouton, Deputy Superintendent of
Public Instruction, 1886

department are elective and are now elected by more than 500 students. In order to conform to the requirements of the State Department of Education and of the New York City superintendent of schools, a student must take the courses in psychology, history and principles of education and methods of teaching. If he wishes to teach in the high schools he must in addition take the course in secondary teaching.

In addition to taking the regular course a student must observe in Townsend Harris Hall, the preparatory department, sixty times during the term. Each observation must be reported in writing to the critic teacher who criticises the report from the standpoint of the principles upon which it should have been based. In addition each student must teach, at least thirty times, the subject which he wishes to teach in the schools of the city. He must present to his critic teacher on the day before his teaching, the plan of the lesson he will give. This is criticised by the critic teacher who is present when the lesson is given and who meets the student in the afternoon of the day on which he taught and criticises the student's instruction. A third element of the student's work is the thesis which he must prepare for his instructor upon some topic connected with secondary instruction, organization or administration. Finally, he must give evidence to his instructor of having made a careful study of the literature of the subject provided by the instructor. As a result of this careful preparation the majority of the male teachers in the schools of the City of New York are graduates of the college.

The year following the organization of the department the director organized the extension courses for teachers. These were intended to add to the culture of the teachers, to improve their efficiency in the classroom and to enable them to prepare for examinations for higher licenses. Courses are given in the various branches of education, the English language and literature, history, science, art and music. The instructors in the general subjects are drawn from the instructing staff of the college, the instructors in the technical branches in education are drawn from the ranks of the principals and district superintendents of the board of education of the city. This year, 1916-17, the extension department is offering 51 courses which are attended by 3250 teachers. If one allows thirty pupils to a teacher, a very moderate estimate, it can readily be seen that the benefits of these courses are received by almost 100,000 children.

As a result of the great interest aroused in the problem of the backward and subnormal child, the department of education of the

college organized in October 1913 its educational clinic to which children in the schools who were suspected of mental deficiency might be brought for diagnosis. The work proved so successful that the clinic became the instrument for the bureau of attendance and child welfare, to make the necessary tests before the children could be sent to the truant and parental schools. About 300 such cases are examined each year and many private individuals bring their children to the clinic for examination. The clinic is also a necessity in the training of teachers for subnormal children.

Hamilton College

Department of Pedagogy

Durng 1892-93 a pedagogic course was first developed at Hamilton College. In 1896 the course in pedagogy was taken as the basis in determining the official relation between the pedagogic departments of the colleges and universities, and the State Department of Education. The Superintendent of Public Instruction in the fall of 1896 offered a plan to the colleges and universities of the State by which they might be brought under the inspection and cooperation of the State Education Department with a view of issuing a college graduate certificate to students who had completed the pedagogic courses in these institutions. The plan offered by the Education Department was rejected almost unanimously by the members of the conference called to Albany for the consideration of the proposed plan. Hamilton College and Syracuse University indorsed the general scheme and stated their willingness to put it into operation.

A representative of the Education Department went to Clinton soon after the conference was held and there arranged with the department of pedagogy to accept its existing course as adequate to the demands of the Education Department, provided (1) that candidates for the college graduate certificate take preliminary examinations covering all subjects required for a first grade certificate; (2) that the candidates further pass examinations in psychology (elementary and educational), history of education, logic, and the principles of education set by the State Department. In lieu of practice teaching, twenty hours of observation work was prescribed to be done in the secondary schools.

After two years of successful operation of this plan at Hamilton College, the other institutions of the State also accepted it and have had it in operation to date. Two or three years after the examina-

tion plan was operated at Hamilton, the preliminary and the professional examinations were omitted, and the recommendation of the department of pedagogy was accepted in lieu of written examinations.

At present, students in Hamilton College looking forward to teaching as a life's work may take the minimum required by the Education Department, but many of them prepare in elementary and educational psychology, logic, principles of education, history of education, history of Greek, medieval and modern philosophy, philosophical classics, esthetics, and history of ethics—in all amounting to more than 430 hours.

Hamilton still believes in the minimum requirement established in 1896. The plan has proved itself efficient and successful.

In connection with the Hamilton College Summer School of English, a course in the department of pedagogy is given to meet the needs of those college graduates who did not take the pedagogic course in college and need to prepare for the August examinations necessary to renew the college graduate provisional certificate. Such courses are given as are necessary to meet the needs of the teacher concerned.

Summer School of English

Unique among the agencies in the State for training teachers is the summer school at Hamilton College, which offers instruction in but one subject, English. It will not seem strange to anyone who knows this college that it should center its energies on English instruction, for it has long been famous for its methods of teaching this subject. The Hamilton catalog says, "It is believed that the mastery of English can not best be taught by written method alone. Since the language of daily life is mainly oral, the greater part of the instruction in it should also be oral rather than written. The most recent movement in the pedagogy of English is toward this ideal, long incorporated in our practice."

The following excerpt from the summer school catalog indicates why the Hamilton training was offered to teachers:

The Hamilton College Summer School of English has been established to give students and teachers of English a broader and more practical training in this subject than can be obtained from the usual college and university courses. The revival of interest in oral English has become nationwide. Few colleges and universities yet recognize the fact that methods of instruction in English are changing; consequently few are training teachers to give instruction by the new methods.

There is abundant evidence that everywhere theme writing and the intensive study of literature are giving way somewhat to various forms of oral English. In many state and city departments of education, courses in oral English have been added to the work of the English department in secondary schools, and English teachers are expected to be ready to teach them. Few are thus prepared.

Teachers of public speaking and elocution are likewise finding that much of their work is being absorbed by the English departments and that it is becoming necessary for them to teach English subjects if they are not to be crowded out of their positions.

The courses offered in the summer school of English cover both cases. Through them the English teacher may acquire oral methods, and the teacher of expression may be trained to teach literature and composition.

These were the courses offered in 1916: vocal technic, the pedagogy of English, social psychology, oral and written composition, Regents and college entrance literature, methods of teaching English literature, vocal interpretation of literature, argumentation, debate and extemporaneous speaking, educational dramatics, elements of reading.

The attendance at Hamilton has justified the experiment of confining its instruction to one subject. In 1914, the first year, the enrolment was 15; in 1915 it was 27; in 1916 it was 71. One hundred fifty is the maximum number that can be housed in the college, and there is every indication that this number will be reached in 1917.

The Hamilton Summer School of English is to be continued with added courses; the history of literature, modern drama, library methods, the correction of speech defects, and voice culture, are possible additions.

Elmira College

Elmira College was founded and chartered by the Legislature in 1855 under the name of Elmira Female College, the name being changed to Elmira College about twenty years later.

In 1874, Fordyce A. Allen, who was previous to that time principal of the state normal school at Mansfield, Pa., gave a course of lectures and class exercises on normal didactics for the benefit of those students who were intending to teach. This was probably a special course, and was certainly the first work done at Elmira College in the way of special preparation for teaching. This course was continued for several years, and was followed in 1878 by a similar course by Dr J. H. French. This was an elective course for seniors only. From this time till 1901-2 nothing seems to have been

attempted in the way of special training of teachers. In that year Miss Vida F. Moore came to Elmira as professor of philosophy and ethics. The course was elective. Professor Moore was well prepared for her work, well educated and had had a fine experience. She was ambitious to make the college as useful as possible to its students, and to prepare them in the best way for service. In her second year her work was philosophy and history. In 1905-6 she became the head of the school of pedagogy which was created at Elmira. The completion of this course entitled one to a state professional teachers certificate good for three years. The course was carried on by Professor Moore most successfully until 1913-14, when failing health made a leave of absence necessary. Unfortunately she was never to return. Her death occurred in the spring of 1915.

During Professor Moore's leave of absence her place was filled by J. R. Tuttle of Cornell. He is now at the head of the school of pedagogy at Elmira and is carrying on enthusiastically and efficiently the work begun by Professor Moore.

Elmira has been an active factor for the higher education of women, and its school of pedagogy has given the State many excellent teachers, as well as trained and efficient women for the work of domestic science and domestic art.

While under the administration of Professor Tuttle the opportunities of the young graduates are ever widening and increasing and numbers of them enter into various forms of social service such as settlement work, the directing of children's playgrounds, and positions in institutions for correction, he still holds that the great work for women is teaching. In a recent address he says:

What is the challenge to the teacher of today? To see the answer, just look about you and take thought. Wherever, in the private or the public life of people about us, there is something radically wrong, there is a challenge, not simply to the home, not simply to the church, but to all the educative forces which we can muster, among which the school is the best organized and in many ways the most far-reaching.

Do we find tens of thousands thronging to a prize-fight and millions flocking to its reproduction in moving pictures? Do we find men and boys by the thousand whose only idea of a good time is the bar room or the pool room, or a worse place? Do we find young men all about us growing to manhood without that sense of honor and respect for womanhood which is the safeguard of the purity of the home and, indirectly, of the purity of society? Do we find thousands flocking to cheap, sensational, suggestive motion pictures and turning away from the wholesome legitimate drama? Are there hundreds who enjoy cheap, trashy, popular music, to one who finds his delight in Mendelssohn, Chopin or Mozart? Have our people

given up reading books and given themselves over to the current magazine literature, ephemeral though so much of it is? Do we see children in the home and on the street who are appallingly impudent, even to strangers? Do we see homes which are not homes, but only places where a man and a woman with their offspring stay—I do not say live—together, part of the time? Do we see fathers who beat their children when they should be trying to understand them, or who give more time to the club, the automobile and what not, than to being a companion to their sons or daughters? Do we find mothers who do not know and who do not seem greatly to care how to raise children intelligently either in a material or a spiritual way? Do we find factories and workshops where men and women have to spend their days in unnecessarily dangerous, unsanitary, or unattractive conditions? Do we find it common for men to enter upon public life bent upon personal gain rather than upon the public good?

Yes, we find all these things. These conditions and many more are our challenge. They mean that we must attack the problem of education in a big way.

It is exceedingly encouraging and hopeful to find such men as Professor Tuttle taking this broad and comprehensive view of the province of education and of the work of the teacher.

College of New Rochelle

The College of New Rochelle maintains a department of education, which received state approval in 1905. Since that time about five hundred of its students entered this department.

Students wishing to take the work in education which leads to the professional provisional certificate must complete the work of the following courses: educational psychology, history of education, methods of teaching, which includes work in general and special methods and a minimum of twenty hours' observation work in the public schools of New York City, Mount Vernon and New Rochelle, logic, physical training (two years), oral English (one year). The department is under the direction of Prof. John F. Condon, assisted by Thomas J. McEvoy.

Adelphi College

Adelphi College was chartered in June 1896, with an enrolment of 57 students. In 1916, 476 students are in regular attendance at the college and are working for the degree of bachelor of arts, or bachelor of science in education.

Especial attention is given to the work in education, as many of the students graduating from Adelphi supply the need for special teachers in the city high schools. Students desiring to do special work in the department of education, and wishing to teach in the

city high schools, are required to take courses in logic and psychology, history and principles of education, educational psychology, special and general methods.

Students working for the B. A. degree often take the work in education as electives. This work is required for the degree of B. S. in education. Several of the leading workers in the training schools and high schools of Brooklyn are graduates of Adelphi.

College of Mount Saint Vincent on Hudson

A statement from the authorities of this institution gives the following data:

" 1 We maintain a course in pedagogy.

2 The course includes

a Psychology, general and educational.

b History of teaching and principles of education.

c Method in teaching, general and special.

d Observation.

3 Each of these branches is elaborated in accordance with the requirements of the Syllabus for the College Graduate Professional Certificate issued by The University of the State of New York.

4 The course in pedagogy is open to students of the junior and senior classes.

5 We have graduated in this course for license no. 1, 50, many of whom are teaching in this State and elsewhere."

College of St Francis Xavier

President Joseph H. Rockwell of the College of St Francis Xavier, Brooklyn, writes that this institution does not maintain a special department devoted exclusively to the training of teachers. In the college course leading to the degree of B. A., besides the prescribed courses in logic, psychology, etc. the institution has two elective courses, one in the history of education, the other in the principles and methods. Upon the appointment of Professor Rebert, the work of the department was reorganized and enlarged. In addition to the prescribed courses, child psychology, including infancy, childhood and adolescence, is now required of all candidates for the teachers certificate. The establishment of a carefully equipped laboratory has made it possible for prospective teachers to take advantage of the courses in experimental psychology, particularly those dealing with the learning process and the analysis of intelligence tests for backward children. At present about one-

third of the class in educational methods is engaged in an actual application of various mental tests and measurements to the pupils of the lower grades of the public schools.

Another new departure has been the supplementing of the observation and demonstration work in methods by means of actual practice teaching. Through the kind cooperation of the authorities in charge of neighboring high schools an increasing number of students have been able to secure experience as substitute teachers.

Opportunities have also been provided for seniors in education to take charge of beginners' classes in language, science and mathematics under the direct supervision of the instructors of these several departments. By this means every candidate for the teacher's profession is now given an opportunity to demonstrate his ability to put into classroom use the principles developed in the theoretical part of his courses.

St Lawrence University

The department of education at St Lawrence University was organized by Prof. Robert Dale Ford in 1901. It was made to conform to the requirements of the New York State Education Department and was designed primarily for students intending to make teaching a profession. Professor Ford was at that time, and still is, professor of mathematics in St Lawrence; but in connection with the work of his professorship he had made a careful and comprehensive study of the history and the philosophy of education and of school organization and management. President Gunnison discovered this and at the same time recognized the necessity of including such courses in the curriculum of the college and urged Professor Ford to add to the work he was already doing instruction in education of nature and amount sufficient to conform to the requirements of the State Department. This Professor Ford agreed to do and the courses were first given in the year 1901-2 and embraced philosophy of education, history of education, school systems, school organization and management, and methods. In addition, a reading course throughout the year was required and was designed to introduce the student to the literature of education. A critical reading of many of the most prominent books on philosophical and educational topics was required with the aim of tracing the connection between the writer's philosophical views and his educational ideals.

Professor Ford continued these courses until 1912 when the department of philosophy was reorganized by Prof. John Murray Atwood; since that time the two departments have been combined. Professor Atwood remained only one year and was followed by Prof. Charles M. Rebert.

D'Youville College

D'Youville College was opened in September 1908. The work in pedagogy was begun in 1910 and follows the "Course of Study and Syllabus for the College Graduate Professional Certificate" of the New York State Education Department.

Courses in pedagogy are open only to juniors and seniors. Psychology and the principles of education are taken in the junior year; the history of education and general and special methods of teaching, in the senior year. All students, during both junior and senior year, are given opportunities for practice teaching in high school subjects related to the group in which they are doing their major work.

Candidates for the degree of bachelor of pedagogy must be holders of the degree of bachelor of arts or bachelor of science. They are required, moreover, to pursue at D'Youville College one year of postgraduate study, part of which must be devoted to professional work.

The head of the department is Dr William A. Martin.

Alfred University

Courses in education for the professional training of teachers were first given in Alfred University and approved by the State Department of Education as fulfilling the requirements for the college graduate professional provisional certificate during the school year 1902-3. At that time one man only gave his time to the work. At present, the work has expanded so that the department requires the services of two men.

The following data give some idea as to the number of students taking these courses although some have entered the teaching profession without taking them in college and many more have taken them who have entered other work than teaching. Among the 334 graduates of Alfred since 1900 (not including the class of 1900) out of the 289 who are working in other professions than that of homemaking, there are at the present time (December 1916):

Secondary school departmental teachers.....	113
Secondary and elementary school principals.....	29
College and university teachers.....	22
Normal school teachers.....	5
District superintendents	4
Elementary school teachers.....	2

 175

During this time many more have entered teaching but for various reasons have changed to other vocations.

Besides the work in general and educational psychology, history and principles of education, curriculum and methods, and observation required for the state professional certificate, the following courses are elected by some students for professional purposes and by others for their liberalizing value: educational sociology, high school administration, child study, education of backward and feeble-minded children, play activities, religious education, applied and experimental psychology, and practice teaching. Seniors in the education department who give promise of professional success and whose mastery of their subject matter is approved by the instructor in charge of their major department may elect to do practice teaching in the local high school under the general supervision of the education department. The high school principal and teachers cooperate with the department in such work. A few students get an opportunity to do some actual teaching during their senior work in the department as temporary substitutes in the high schools of neighboring villages from which the department receives occasional calls for a supply in case of sickness of a regular teacher.

In cooperation with the department, courses in special methods are given in five of the other departments of the college.

In 1914, a summer school was established at Alfred University, one important phase of which is the work of the department of education. The summer school is rapidly growing and the work in education is expanding most rapidly of all, for teachers are increasingly recognizing the value of summer work as an aid to professional growth and advancement. A demonstration elementary school is run in connection with the summer session. In the summer term all the courses given during the regular college year, and other courses to meet the needs of teachers with experience, are offered. A new phase of the summer school work which offers great opportunities for the rural teachers of southwestern New York is an organized group of courses to meet the special needs of rural

teachers. This series covers three summers' work and includes preparation for the introduction of rural life problems into the course of study of the rural school, and such other work as will help the teachers to cooperate in making the countryside a place of more abounding life, "of successful, joyous labor, clean, uplifting recreation, real homes and enlightened citizenship."

William Smith College

William Smith College was established in 1908 to be conducted by the corporation of Hobart College for the separate instruction of women. In the autumn of 1910 instruction was first offered in those branches of educational work required by the State of New York for its college graduates professional certificate. That year the courses in psychology were taken by a class of about eighteen students. The following year the remaining courses were given, and the first or "charter class" of the college graduated in 1912 with 11 of its 20 members receiving the certificate.

The work in education has continued uninterruptedly and with increasing success and efficiency. There are now 49 graduates of William Smith engaged in active educational work—2 in the grades, 42 in high schools, 4 in private schools, and 1 in collegiate work as instructor in English in the University of Minnesota. At present there are 29 students taking the work in psychology, 22 in history of education, 17 in the course on methods in teaching and principles of education, and 18 doing the observation work.

The work in the history of education, required by the State, is given in direct connection with a course in the history of philosophy, in which the central ideas of philosophic thought are emphasized in relation to the growth of science and the changes of civilization. The intention of the course is to enable the student not merely to obtain some knowledge of the details of the history of teaching, but also to grasp more readily those general principles and ideas which must govern all important work in education.

The required psychology course is a general course offered three times a week for one year. The work of the first semester includes the essentials of psychology with laboratory requirements; that of the second covers educational psychology. The course in the methods of teaching and principles of education meets three periods a week for one year. The periods are divided into two sessions, one a two-hour class, and the other a one-hour class. In this class there is open discussion on all subjects which arise in the present

educational field. The regular reading of educational magazines is required of all students throughout the whole year.

In addition to the courses required by the State Department of Education, the following work is required of all those who plan to teach:

- 1 Courses in the teaching of special subjects such as high school Latin, mathematics, German, French, domestic science.

- 2 Attendance at the institute meetings held for grade and high school teachers in Geneva and Canandaigua.

- 3 Thirty instead of 20 hours of observation, 15 hours the first semester in the grades or high school subjects other than the majors, and 15 hours the second semester in major subjects.

- 4 Practice teaching in college classes, mainly the senior class.

Opportunity is given whenever any call for substitutes comes to the education department for a senior to take substitute positions in a neighboring town for any length of time up to two weeks at the most. The length of time naturally depends upon the duration of the vacancy in question and also upon the academic standing of the student teacher concerned. This year a new plan to follow up the work of the graduates has been undertaken by the department. One of the professors, the teacher of the methods course, is planning to visit the graduates of William Smith College in the teaching field. This work is planned to bring together the high school principals and teachers and the college professors. The criticism and advice of the high school principals are sought and a general supervision and critical observation are made of the actual teaching of each graduate in the field. So far this work has proved most beneficial and helpful to all concerned.

In addition to the general broadening of mind and development of character to be expected as the result of a college education and the knowledge of educational subjects which the State requires, it is the aim of the department of education of William Smith College to give the future teacher a clear comprehension and definite grasp of the purposes of teaching. In order that its graduates may neither be hidebound by habit in their educational work nor be constantly pursuing educational fads and fancies, they are taught to criticise and appraise facts and conditions both in the practice and in the theory of their profession.

St John's College

In the spring of 1908 the board of trustees of St John's College, Brooklyn, established courses in education with a view of preparing a part of its graduates for the teaching profession. The course of study was approved by the Commissioner of Education on June 11, 1908 as meeting all the conditions and requirements for the college graduate professional certificate. The courses opened September 28, 1908 with the following officers: Rev. John W. Moore, president; John H. Walsh, dean; Rev. Edward L. Carey, registrar. These officers continue to the present time.

The college has been fortunate in adding to its regular staff a number of well-known educators as lecturers in the professional subjects. One or more courses in methods, history of education, or school administration has been given by each of following: John H. Walsh, Hugo Newman, Angela M. Keyes, John J. Malarkey, De Forest A. Preston, Marc F. Vallette, William J. O'Leary, Arthur C. Perry, Chester A. Mathewson, James C. Monahan and Emanuel M. Wahl.

The number of students who have elected the courses in education with a view of making teaching a profession, is small. However, the college is encouraged by the fact that those young men who have been graduated, and are teaching in the high schools and colleges of the State, are serving the community as efficient and conscientious teachers. St John's College feels that, if it furnishes a few such teachers each year, it will be performing no small service for the State.

EXAMINATION OF TEACHERS

One of the agencies in the State which has exercised a potent influence in raising the standard of qualifications of teachers has been the State's system of examinations for the certification of teachers. The author of this volume prepared for the annual report of the Superintendent of Public Instruction for 1901, a brief historical statement of the legal authority for the examination of teachers since 1795. That statement was as follows:

The lawmaking body of our State has always insisted that the teachers employed in our public schools shall possess proper qualifications. The original school act of 1795 which planted the seeds of our great public school system, contained provisions requiring local authorities to employ qualified teachers and prescribing a penalty for the employment of teachers not properly certified. This act also contained the fundamental principle upon which the certification of teachers has been based from that day to this, namely, the provision that the authorities authorized to employ teachers should not be authorized to determine their qualifications.¹ From that early date down through the history of our State, our educational laws have contained these provisions. The act of 1795 provided that the electors of each town should elect at their annual town meetings from three to seven commissioners of schools. Among other duties, these commissioners were to determine the qualifications of teachers. The act also provided that the inhabitants residing within different parts of any town might form associations for the purpose of maintaining schools and for this purpose might appoint two or more persons to act in their behalf as trustees. These trustees were to employ teachers and were required to consult with the commissioners in relation to the qualifications of such teachers. Each of these associations was debarred from participating in the apportionment of public moneys appropriated by the act unless the trustees employed teachers whose qualifications met with the approval of the commissioners. This method of determining the qualifications of teachers remained in vogue until 1812.

The act of 1812, among other provisions, fixed the number of town commissioners at three for each town, and provided that the

¹ An exception to this general principle is found in some of the charter provisions of cities and in some of the special acts governing the schools of cities in which it is provided that the board of education shall employ teachers and that such board shall also examine and certify teachers.

people should also elect at the annual town meeting a number of persons, not to exceed six, who, with the town commissioners, should be inspectors. One of the duties charged upon these inspectors was to examine and license teachers. At least three were required to be present at a meeting held for the purpose of determining the qualifications of teachers and at least three were required to sign each certificate. This plan continued in operation until 1841.

In that year the number of inspectors for a town was fixed at two. It will be observed that from 1812 until this time each town might elect a number not to exceed six. These two inspectors hereafter chosen were still associated with the three town commissioners. These five officers were known as inspectors and one of their functions was to determine who were qualified to teach. It will also be observed that from the passage of the original school act of 1795 until 1841, the power to examine and license teachers had been in the hands of local town officials but in 1841 a departure was made from this policy and the power to examine and license teachers was also given to deputy superintendents of common schools. Under the provisions of the act of 1841, a deputy superintendent of common schools was appointed for each county and in counties having more than 200 school districts two deputies were appointed. This act therefore created two authorities to determine the qualifications of teachers—one the local town inspectors and the other the deputy superintendent. The certificates issued to applicants by town superintendents were valid in the town only in which they were issued. Those issued by the deputy superintendent of common schools were valid for the territory over which such deputy superintendent had jurisdiction.

This system was pursued for two years when in 1843 the offices of town commissioners and town inspectors of common schools were abolished. In the place of these officers a town superintendent of common schools was created and upon him was conferred the powers and duties which had generally been exercised by town commissioners and inspectors, among which was the power to examine and license teachers. This act also changed the name of the deputy superintendent of common schools to county superintendent of common schools.

The county superintendent of common schools was given the authority which the deputy superintendent had possessed and could therefore issue certificates valid throughout the territory over which he had jurisdiction. This act also made another important change

in relation to the certification of teachers. It conferred upon the Superintendent of Common Schools, on the recommendation of county superintendents, or such other evidence as might be satisfactory to him, the power to issue state certificates. These certificates were evidence of the qualifications of their holder in respect to moral character, learning and ability to teach any public school within the State. We therefore find in 1843, three authorities to certify to the qualifications of teachers, namely, the State Superintendent whose certificate is valid throughout the State, the county superintendent whose certificate is valid throughout his district, and the town superintendent whose certificate is valid in his town.

This plan was followed until 1847 when the office of county superintendent of common schools was abolished. After this date there were but two authorities to issue teachers certificates — the State Superintendent who could still issue certificates valid throughout the State, and the town superintendent who could issue certificates valid in his town only. This method remained in force until 1856 when the office of town superintendent was abolished and the office of school commissioner was created.

Since 1856 school commissioners have possessed the authority to issue licenses valid for their commissioner districts. In 1854 the office of State Superintendent of Public Instruction was created and the duties devolving upon the Superintendent of Common Schools *ex officio* were conferred upon the State Superintendent. Since 1856 the State Superintendent of Public Instruction has not only had the power to issue life state certificates but he has also possessed the authority to prescribe the rules under which school commissioners examine and license teachers. State Superintendents, however, never exercised this power until 1888 when Superintendent Draper in response to a general demand from the educational forces of the State promulgated the uniform system of examinations for the guidance of school commissioners in the certification of teachers.

In 1843 the Superintendent of Common Schools was given the power to issue life state certificates. These certificates were issued without examination and upon recommendation only. The Secretary of State was *ex officio* Superintendent of Common Schools and served in that capacity until 1854 when the office of State Superintendent of Public Instruction was created. The State Superintendent of Public Instruction was given the authority in this particular which the Superintendent of Common Schools had possessed. The State Superintendent of Public Instruction continued

to issue these certificates without examination until 1875. Between 1843 and 1875 about 3000 of these state certificates were issued. In 1875 the law was amended by providing that the State Superintendent should issue these certificates upon examination only. The year 1875 therefore serves as a dividing line in fixing a value upon life state certificates. But very few of those who received these certificates previous to 1875 are now engaged in teaching. Many of those who received such certificates were entitled to receive them and have rendered great service to the State. This method of awarding such certificates, however, was bound to confer these high testimonials upon many unworthy of such recognition. Our school system, however, is not now suffering to any perceptible extent from that imperfect manner of certifying teachers for life. Since 1875, 5667 candidates have attended examinations for these certificates and of these 894 have succeeded in obtaining them. The number of candidates increases from year to year. The examinations of 1900 were attended by a larger number of candidates than those of any previous year, and more certificates were earned than in any previous year. These certificates are within the reach of many of the teachers of the State, and I again urge upon them the importance and advantage of holding such certificates.

During the past year 11,511 different persons attended examinations for uniform teachers certificates. Of this number, 243 earned first grade certificates, 2318 second grade certificates, and 1464 third grade certificates. Seven thousand four hundred and eighty-six candidates failed and because of their lack of scholarship were debarred from entering the teaching profession. The revised regulations are meeting with universal approval. They offer encouragement to the progressive and competent teachers by exempting them from reexamination for higher certificates in the subjects passed for the lower certificates. Under this plan the best teachers will obtain first grade certificates and the unprogressive will be required to find employment in other fields of labor.

The number of candidates who attended these examinations during the past year is only about one-half the number who attended in the year 1896 and during the years prior thereto. There has been a gradual decrease in the number attending examinations since 1896 and also in the number of certificates issued. The explanation of this is that since the establishment of the uniform system of examinations in 1888 nearly 6000 first grade certificates have been issued. These certificates are renewable without examination.

Training class certificates are also renewable. These two sources supply several thousand teachers who are not required to take examinations and thus cause a decrease each year in the number of candidates for certificates.

The qualifications of teachers employed in high schools, and particularly in the high schools of the cities and of the villages of the State employing a superintendent of schools, is a question which has received much consideration from the educational forces of the State during the past two years. In order to understand the history of this question fully, it is necessary to refer briefly to the discussion of it during that period. At a meeting of the Regents of the University, December 15, 1898, proposed ordinances relative to the qualifications of high school teachers were discussed. It is not necessary to give in full the text of these proposed ordinances, as they simply provided a special qualification for high school teachers, and placed the power of determining these qualifications in the hands of the Regents of the University. It was voted at this meeting of the Regents, that these proposed ordinances should be referred to the principals of the State for consideration, and that the views of these principals should be submitted to the Regents in tabulated form. At the Associated Academic Principals' meeting in December 1898, which was held about two weeks after these proposed ordinances were discussed by the Regents of the University, the larger part of one of the morning sessions was devoted to a discussion of the question, "What professional requirements should be demanded of principals and teachers in the high schools and academies?"

At the annual meeting of the convocation held in June following, the question "Qualifications of High School Teachers" was again thoroughly discussed by that body during the entire morning session of one day. The same question also received the consideration of the State Council of Superintendents, held at Glens Falls in 1898, and by the same association at its annual meeting at Poughkeepsie in 1899. In all these discussions the general opinion expressed was that the teachers of our high schools were not properly qualified, that adequate safeguards had not been established to protect this class of teachers, and that immediate action should be taken to provide special and distinct qualifications for them. At the State Council of City Superintendents at Poughkeepsie, resolutions were adopted by an almost unanimous vote, outlining a bill to be presented to the state Legislature, which if enacted into a law would compel boards of education in cities and in villages employing a

superintendent, to employ in their high schools teachers possessing special qualifications. At this meeting, the only discussion relative to the propriety of establishing these special qualifications, related to the authority which should conduct the examination. The bill originally submitted by the committee on resolutions, provided for two examinations: one for a regular uniform certificate under the direction of the State Superintendent, and another for the special or technical qualifications under the direction of the local city or village superintendent. During the period of the discussion of this question this Department took the position that it was not necessary to establish special qualifications for these teachers but that if the principals and superintendents of the State were to demand the enactment of a law providing for such special qualifications, requiring examinations along general and special lines, then such examinations should be under the direction of one authority, and that the proper place to vest such authority was with the State Department of Public Instruction and not with the various local officials employing these teachers.

In my judgment it would have been unwise for the Legislature to have enacted a law embodying the features of this proposed bill. The enactment of this law would have fastened upon our school system a fixed, technical series of qualifications for these teachers which, no matter how unwise, inadequate and objectionable experience might prove them to be, could not be abrogated or modified without action by the Legislature. It also appeared to be unnecessary to waste time and energy to procure the passage of this law when adequate authority was already vested in the State Superintendent to prescribe regulations fixing the qualifications of these teachers. If regulations were prescribed and proved unsatisfactory, they could easily be modified or abolished by an order from the State Superintendent and the power of the Legislature would not have to be invoked. The authority to determine the qualifications of teachers in the villages of the State employing superintendents has always been the State Superintendent of Public Instruction. The authority to prescribe the qualifications of teachers employed in all cities of the State, except five, is also vested in the State Superintendent of Public Instruction. No valid reasons were assigned for changing the authority to pass upon the qualifications of these teachers. In view of the foregoing facts and for the purpose of determining how a plan of this kind would operate, I decided after the passage of the Poughkeepsie resolutions, to prescribe regulations

to govern the certification of teachers in the high schools of the cities and of the villages of 5000 or more inhabitants.

This action appeared to be satisfactory to the legislative committee of the State Council of Superintendents, as that committee abandoned its efforts to procure the passage of the proposed bill. This result having been accomplished I proceeded to obtain definite data in relation to the qualifications of teachers now employed in the high schools of the cities and villages of the State. The superintendents of all the cities in the State, except New York and Buffalo, and of all villages employing a superintendent, were requested to file a report showing the qualifications which the teachers of their high schools possessed. In the high schools of these cities and villages, 614 teachers are employed. Of this number, 325 are college graduates, 147 are normal school graduates, and 33 hold life state certificates issued by the State Superintendent. We therefore have 505 out of the 614 high school teachers employed, who possess the three highest qualifications prescribed in the proposed bill of the State Council of City Superintendents. Thirty-eight of these college graduates are also graduates of normal institutions. Of the remaining 109 teachers, 4 are special teachers who have pursued technical courses along their special lines, and hold special certificates; 9 are high school graduates and graduates of training schools and have had more than 10 years' experience in teaching; 32 are high school graduates holding first grade uniform certificates, and nearly all have had more than 10 years' experience in teaching. Of the 64 remaining teachers employed in these high schools, nearly all have had more than 10 years' experience in teaching, and all but three hold first grade local certificates. Of all the teachers employed in these high schools, but 12 have had less than 10 years' experience in teaching. To my great astonishment, these reports revealed the fact that but *one* of these 64 teachers holds a *third grade* uniform certificate, and but *two* hold *second grade* uniform certificates.

These reports also show that in 25 of the cities and villages employing a superintendent, all the teachers employed in the high schools at the present time are either college graduates or normal school graduates. Of the 64 teachers who hold local certificates, 49 are employed in five of the cities of the State and are teachers who have been employed in their present places for nearly 20 years. Many of these teachers have also pursued part of a college course, or part of a normal school course. Many of them have faithfully devoted the best years of their lives to the teaching service and

rank among the most efficient and successful teachers in the profession. The proposed bill affected those teachers only who were hereafter to be employed; but these reports also show that as new teachers are employed in high schools of the cities and in villages of 5000 or more inhabitants, boards of education as a rule employ either college graduates, or graduates of classical courses from the normal schools. The fact that in 25 of the cities and villages no high school teachers of lower qualifications are employed, and that those who do not possess these qualifications, are teachers of many years' experience in their present positions, is conclusive proof that in nearly all cases, boards of education employ teachers who have had the necessary educational and professional training.

It appeared unwise, for many reasons, to prescribe regulations which would positively debar teachers from being employed in high schools who had not pursued a college or normal school course. It seemed necessary, as well as fair, to provide some avenue by which the teacher of self-education and successful experience might be employed. It was therefore proposed to prescribe special examinations for teachers who did not meet the higher qualifications. These regulations were announced in January 1900. They provided for examinations to be held in January and August of each year. The regulations were discussed thoroughly by the principal papers of the State, and in all educational journals. Many of the city and village superintendents inserted special notices of the date of the January 1901 examination in the papers published in their localities. About 30 of the superintendents filed requisitions with this office for questions and other supplies. The facts which had been developed during the year led me to believe that but few people would attend these examinations, and I was not at all surprised after the January examinations had been held, to find that only *four* people in the State had attended them. Candidates desiring to qualify under this rule were permitted to take the necessary subjects in state examinations for life certificates. This examination was held August last, but not one candidate appeared for that purpose. It is therefore unnecessary to continue these examinations.

The standard of the qualifications of the teachers of this State has been greatly advanced during the past 10 years and these reports of superintendents show that in no class of teachers has there been a greater advancement than in the qualifications of the teachers employed in our high schools. This advancement has been made because public sentiment in the cities and the larger villages of

the State demand that their high schools shall be supplied with teachers of proper qualifications. Legislative or mandatory orders have not been necessary to bring about this result. It is an achievement wrought to the satisfaction and credit of local school authorities and to the civic pride of the best citizens of our Commonwealth. Under the same educational stimulus, the same public spirit, and the same harmonious relations between state and local authorities the next decade will accomplish greater results than the enactment of any compulsory qualification law.

Tabulated statement showing qualifications of high school teachers in the cities (except Buffalo and New York) and in the villages of 5000 or more inhabitants in the State of New York

CITY	Number of teachers	State certificates	College graduates	Normal graduates	
Albany.....	27	1	10 (2 of these normal also)	2	14 high school graduates and nearly all of them have had more than 20 years' experience and have been in this school for more than 10 years; local certificates.
Amsterdam.....	7	..	3.....	3	1 high school graduate 8 years' experience, 4 years in present place; 1st grade uniform certificate.
Auburn.....	11	..	6.....	1	4 high school graduates have taught from 12 to 28 years; in present position from 2 to 15 years; local certificates.
Binghamton.....	24	1	18 (1 of these normal also)	1	2 high school graduates; 1 taught 8 years, 1 taught 6 years; 1st grade uniform certificates, 1 high school graduate taught 18 years in present place; partial state certificate and local certificate, 1 high school graduate taught 2 years; local certificate.
Cohoes.....	4	..	.....	1	1 high school graduate 14 years in present position; special teachers; special drawing certificate, 2 high school graduates, 10 years' experience; local certificates.
Corning.....	4	..	3.....	1	
Cortland.....	4	..	.....	3	1 high school graduate; took 2 years in Syracuse University; taught 6 years; 3 years in present place; second grade uniform certificate.
Dunkirk.....	5	..	4 (2 of these normal also)	1	
Elmira.....	14	1	12.....	1	
Geneva.....	9	..	4.....	4	1 high school graduate, 12 years' experience; 4 years in present place; first grade uniform certificate.
Gloversville.....	8	1	4.....	2	1 high school graduate, 9 years' experience; 4 years in present place; first grade uniform certificate.
Hornellsville.....	10	1	5 (1 of these normal also)	3	1 28 years in present position; local certificate.
Hudson.....	6	..	(2 each normal)	3	1 30 years' experience; 11 years in present position; local certificate.
Ithaca.....	15	..	14 (2 of these normal also)	1	
Jamestown ¹	15	..	8.....	1	6 high school graduates; taught from 17 to 29 years; from 6 to 20 years in present places; first grade local certificates.
Johnstown.....	7	..	4 (2 of these normal also)	3	
Kingston.....	10	..	4.....	4	1 high school graduate; taught 12 years in present place; local certificate. 1 high school graduate and undergraduate of Tilton College; local certificate.
Little Falls.....	5	..	4.....	.....	1 high school graduate and 1½ years in German University; second grade certificate.
Lockport.....	16	3	7 (1 of these normal also)	1	5 high school graduates, 15 to 25 years' experience in teaching; 4 to 25 years in present positions; local certificates.

¹ Examination of teachers not under the supervision of this Department.

CITY	Number of teachers	State certificates	College graduates	Normal graduates	
Middletown ¹	6	..	5.....	1	
Mount Vernon.....	10	1	7 (2 of these normal also)	2	
Newburgh.....	14	..	5 (3 of these normal also)	4	5 high school graduates, 17 to 31 years' experience; in present positions from 3 to 12 years; local certificates.
New Rochelle.....	9	..	4.....	5	
Niagara Falls.....	13	..	4 (1 of these normal also)	9	
North Tonawanda...	7	..	6.....	...	1 high school graduate 3 years in Syracuse University; 7 years in present position; 1st grade certificate.
Ogdensburg.....	8	..	4.....	3	1 has taught in present position for 20 years and has had over 30 years' experience in teaching; local certificate.
Olean.....	8	..	4.....	2	1 high school graduate, taught 20 years; 9 years in present place; 1st grade certificate. 1 high school graduate, taught 1 year; 3d grade certificate.
Oswego.....	9	..	2.....	6	1 high school graduate; 26 years' experience; 14 years in present place; local certificate.
Poughkeepsie.....	13	..	8.....	1	3 high school graduates; 15 to 22 years' experience; local certificates. 1 high school graduate; 8 years' experience; 1st grade certificate.
Rensselaer.....	5	1	.....	4	
Rochester.....	37	..	15 (2 of these normal also)	3	6 high school graduates and graduates of teachers city training school; from 12 to 21 years in present positions; experience 4-12; 13 have been employed in their present positions from 3 to 19 years each; local certificate.
Rome.....	8	..	7.....	1	
Schenectady.....	8	..	8 (1 of these normal also)	...	
Syracuse.....	39	..	32.....	3	3 high school graduates and graduates of city teachers training school; 1 high school graduate; local certificate.
Troy.....	11	2	7.....	...	2 high school graduates; 12 to 18 years' experience; 1st grade uniform certificates.
Utica.....	15	..	11 (3 of these normal also)	2	1 high school graduate taught 30 years; 19 years in present place; 1 high school graduate taught 17 years in present place; local certificate.
Watertown.....	12	5	6 (1 of these normal also)	1	
Watervliet.....	3	..	2 (1 of these normal also)	1	
Yonkers.....	12	1	11.....	...	
VILLAGE					
Albion.....	7	..	6.....	1	
Batavia.....	5	..	5.....	...	
Canandaigua.....	10	..	3.....	5	1 high school graduate, 13 years' experience; 9 years in present place; special teacher 1st grade uniform certificate; 1 special teacher stenography.
Catskill.....	7	..	3.....	3	1 high school graduate, 8 years' experience; 4 years in present place; 1st grade uniform certificate.

¹ Examination of teachers not under the supervision of this Department.

VILLAGE	Number of teachers	State certificates	College graduates	Normal graduates	
Glens Falls.....	6	2	3 (2 of these normal also)	1	
Haverstraw.....	4	..	.....	4	
Herkimer.....	7	1	2.....	3	1 special teacher drawing; 1st grade uniform certificate.
Hoosick Falls.....	6	..	1.....	3	1 high school graduate, 30 years' experience; 28 years in present place; 1st grade uniform certificate; 1 20 years' experience; 11 years in present place; 1st grade uniform certificate.
Ilion.....	6	1	1.....	4	
Lansingburg.....	7	1	.....	2	4 high school graduates taught from 6 to 25 years in present positions; 1st grade uniform certificates.
Malone.....	7	..	5.....	1	1 high school graduate taught 20 years; 9 years in present place; 1st grade uniform certificate.
Mechanicville.....	3	..	1.....	1	1 high school graduate taught 14 years; 9 years in present place; 1st grade uniform certificate.
Medina.....	5	..	4.....	1	
Norwich.....	6	..	3 (1 of these normal also)	3	
Nyack.....	6	1	1.....	3	1 10 years' experience in present place; 1st grade uniform certificate.
Oneonta.....	7	..	2.....	4	1 high school graduate, 4 years' experience; 1st grade uniform certificate.
Owego.....	6	1	3 (1 of these state certificate)	1	1 high school graduate taught 25 years in present place; 1st grade uniform certificate.
Peekskill, dist. 7.....	3	..	2.....	1	
Penn Yan.....	5	1	2.....	1	1 high school graduate taught 22 years; 10 years in present place; 1st grade uniform certificate.
Plattsburg.....	6	..	6 (1 of these normal also)	....
Portchester.....	4	..	2.....	2	
Port Jervis.....	7	2	2.....	2	1 high school graduate, 34 years' experience; 11 years in present place; 1st grade uniform certificate.
Saratoga Springs.....	6	2	2 (1 of these normal also)	2	
Seneca Falls.....	6	2	.....	2	2 high school graduates; 1 taught 10 years; 1 taught 4 years; 1st grade uniform certificates.
Sing Sing.....	6	1	1.....	2	2 high school graduates; 1 27 years' experience; 11 years in present place; the other 13 years' experience, 4 years in present place; 1st grade uniform certificates.
Tonawanda.....	8	..	2 (1 of these normal also)	5	1 high school graduate, 17 years' experience; 9 years in present place; 1st grade uniform certificate.
Waterford.....	4	..	.....	23	1 taught 19 years, 9 years of which were in present place; 1st grade uniform certificate.
White Plains.....	6	..	3 (2 of these normal also)	2	1 high school graduate, 25 years' experience; 4 years in present place; 1st grade uniform certificate.

a 1 of these had 2 years in Syracuse University.

Dr Eugene Bouton, who was deputy superintendent of public instruction under Superintendent Morrison, prepared the following report on the movement to inaugurate a uniform system of certification of teachers and presented such report to the State Association of School Commissioners and Superintendents at its annual meeting held in 1886 at Ithaca.

The report is as follows:

The Examination of Teachers

At the University Convocation of 1879, a resolution was adopted "that a committee of five be appointed to take such measures as they deem necessary to the end that they may be able to secure a provision that candidates for county commissioners certificate must have passed the Regents preliminary examination."

At the meeting of this association held at Rochester in 1884, the association resolved: "That the committee on legislation be instructed to secure, if possible, the passage of a law providing that a Regents preliminary certificate shall be made a prerequisite to the granting of a school commissioners certificate of qualification to teach, such law to take effect January 1, 1886."

At the meeting of this association held at Utica in 1885, the association adopted the following preamble and resolution: "*Whereas*, The Superintendent of Public Instruction in his annual report to the Legislature on the subject of uniform standard of requirement for securing licenses to teach in the common schools of the State has recommended the same; *Resolved*, That this association hereby expresses its hearty approval of such measure and pledges its active efforts in securing such legislation, and respectfully requests that the measure receive favorable action by the Legislature."

The same measure was also recommended in the joint report of the institute faculty for 1884.

In their reports to the State Superintendent for 1884, the same measure was recommended by school commissioners.

In his report to the Legislature recently submitted, Superintendent Ruggles discusses the subject as follows:

One of the most serious obstacles in the way of raising the grade of qualification of the teachers employed in the public schools, is to be found in the existing system of examinations upon which the greater part of the teachers receive their licenses to teach.

Of the 31,399 teachers employed in the public schools of the State, over 20,000 are licensed by school commissioners upon examinations held by them, which are characterized by no uniformity whatever in different localities. Whether a license is granted or withheld is substantially discretionary with them. They are elective officers in their respective districts, and subjected to various political and personal influences, sometimes deflecting them from the straight line of duty, generally annoying and often resisted only at the risk of losing a renomination or reelection. The consequence naturally

follows that numerous incompetent and inefficient teachers are crowded into the schools, who, but for such influences, would remain unlicensed and their places would be filled by others qualified for the business.

I know of no more effectual means of remedying this evil, than the system already in successful operation in some of the states, by which this class of certificates to teach issue only upon examinations held by school commissioners, or other local officers with other similar functions, the questions for which are prepared under the direction of the State Superintendent and sent out simultaneously, in printed form, at proper intervals to such examiners throughout the State. A plan of subsequent revision and approval or disapproval of the answers at the Department, on the result of which depend the granting of the licenses, would give stability and effectiveness to the system and could be easily arranged.

This plan would require the enactment of some amendments to the present general school laws. I respectfully recommend the subject to the attention of the Legislature.

In view of these demands, Superintendent Morrison authorizes me to say to this association that, if it so desires, he will present to the present Legislature the following amendment to the School Law, or its equivalent, and will endeavor to secure the passage of the same:

Subdivision 5, section 13, title II, of the Code of Public Instruction, is amended to read as follows:

5 To conduct, under the advice and direction of the Superintendent of Public Instruction and upon such subjects, topics, and branches of learning and in such manner as the Superintendent may determine and prescribe, the examination of persons proposing to teach common schools within his district, and not possessing the Superintendent's certificate of qualification or a diploma of the state normal school; to inquire into the moral fitness and the capacity of such persons; and, if he find them qualified in these respects, and if the Superintendent shall certify that they have passed the required examinations, to grant them certificates of qualification, in the forms which are or may be prescribed by the Superintendent.

In view of this willingness of Superintendent Morrison to take this action in response to a continued demand of this association, I move that the following resolution be adopted at this time:

Resolved, That we heartily approve the draft of the proposed change in the School Law respecting the examinations to ascertain the qualifications of teachers in the public schools of this State not holding state certificates or diplomas of state normal schools, and we urge the passage of such an act by the present Legislature.

After a full discussion of the subject, Commissioner Sanford, of Westchester county, moved that a committee of five be appointed by the chair to correspond with the state superintendents of public instruction throughout the United States, and report at the next regular meeting. Carried.

The following committee was appointed: Superintendents C. E. Surdam, of West New Brighton, Charles E. White, of Geddes, and

Edward Waite, of Lansingburgh; Commissioner H. S. Perrigo, of St Lawrence, and Prof. H. R. Sanford.

In 1887 Dr Andrew S. Draper, State Superintendent of Public Instruction, entered upon a vigorous campaign to reform the system under which teachers had been examined and certified. He brought to his support the organized educational interests of the State. The State Association of School Commissioners and Superintendents, the Association of Academic Principals, the Council of Superintendents, the State Teachers Association, the State Civil Service Commission, and the Board of Regents gave him support in pressing this reform. These various associations took the following action in relation to the subject:

The New York State Association of School Commissioners and Superintendents

Report of Committee

At the meeting of the association, held at Syracuse January 19, 1887, Professor Surdam, chairman of the special committee appointed at Ithaca in January 1886, read an exhaustive report upon the subject, stating that the committee had corresponded with superintendents of other states, and had found that the system of uniform examinations was in successful operation wherever introduced. The report is published in full in the *School Journal* of February 5 and 12, 1887, and is on file in the Department of Public Instruction.

At this meeting of the association the committee on legislation offered the following in regard to licensing teachers:

Resolved, That we recommend such legislation as will secure a uniform standard for teachers examinations throughout the State on the plan outlined by Hon. A. S. Draper, Superintendent of Public Instruction, before this body.

CHARLES W. SMITH

JAS. H. HOOSE

B. B. SNOW

D. D. METCALF

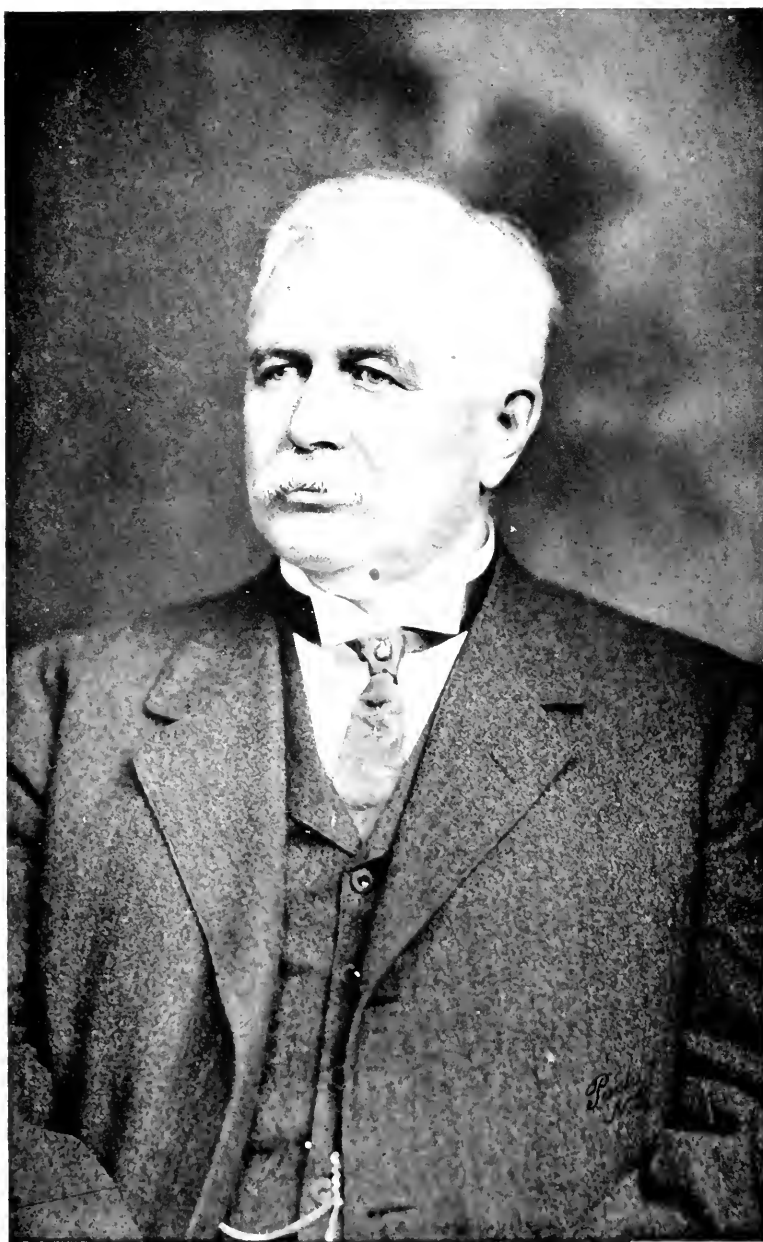
JOHN W. LITTEL

Committee

Associated Principals

At the annual holiday conference of the Associated Principals of New York State, held at Syracuse, December 26, 1886, the following resolution was offered and discussed:

Resolved, That the Associated Principals heartily indorse the plan proposed by the State Superintendent for the granting of all certificates to teach in the public schools upon uniform examinations, held at the same time in



Andrew S. Draper

all parts of the State, under supervision of the Department of Public Instruction.

Adopted.

The above is a true copy of the action of the Associated Principals.

G. R. CUTTING

President

HENRY WHITE CALLAHAN

Secretary

Syracuse, December 28, 1886

Council of School Superintendents

At a meeting of the Council of School Superintendents of the State of New York, held in Binghamton, November 18 and 19, 1886, the following preamble and resolution were unanimously adopted:

Whereas, In our judgment the educational interests of New York State require that there shall be inaugurated a uniform standard of qualifications for licensing all teachers employed in our public schools; therefore, be it

Resolved, That the Superintendent of Public Instruction be most earnestly requested to use all honorable means to secure the passage of a law authorizing him to establish and maintain some system that shall attain this object.

L. C. FOSTER

President

HENRY R. SANFORD

Secretary

NOTE. At the meeting of school superintendents a committee was appointed to prepare a plan of uniform examinations to be submitted to the state superintendents, suggesting the different grades of certificates, the subjects to be considered, and the various details of the proposed measure. The committee consisted of Charles W. Cole, superintendent of schools, Albany; Charles E. Gorton, superintendent of schools, Yonkers; and Henry R. Sanford, institute conductor. The committee made its report to the State Superintendent, December 22, 1886.

New York State Teachers Association

We hereby certify that the following is a true copy of a resolution adopted by the New York State Teachers Association, at its annual session held at Niagara Falls, July 6, 1886:

Whereas, The development of the opinions and convictions of a great majority of the school officers and teachers within the Commonwealth of New York, concerning the qualifications of persons who teach in the schools of the State, supported and maintained at the public expense, shows a constantly increasing and ever recurring tendency toward the necessity of a standard of qualification for the work of teaching, which shall be unequivocal in its minimum requirements and in conformity with the demands of the age in which we live; therefore, be it

Resolved, That we, teachers and school officers in convention assembled, do ask the Legislature of the State of New York to enact such laws and to appropriate such funds as will fully authorize and enable the State

Superintendent of Public Instruction to establish, conduct and maintain a desirable and reasonable minimum standard of examinations and qualifications of all persons who may hereafter be licensed and appointed to the position of teacher in the public schools of the State.

ALBERT W. MOREHOUSE

Secretary

C. E. SURDAM

President

Approved in 1885

At the meeting of the State Association, held at Utica in 1885, the association adopted the following preamble and resolution:

Whereas, The Superintendent of Public Instruction, in his annual report to the Legislature on the subject of uniform standard of requirement for securing licenses to teach in the common schools of this State, has recommended the same—

Resolved, That this association hereby expresses its hearty approval of such measure, and pledges its active efforts in securing such legislation, and respectfully requests that the measure receive favorable sanction by the Legislature.

Further action by the New York State Teachers Association

[Extracts from a circular letter to members of the Legislature, issued March 2, 1887.]

The undersigned, representing the New York State Teachers Association, desire to call your thoughtful attention to the following points concerning the bill in relation to the licensing of teachers only after a uniform state examination.

It is needed:

1 To prevent the granting of licenses to incompetent persons because of favoritism, influence, or for any other unworthy reason.

2 To more nearly equalize the standard for a license to teach, in the different counties, and from year to year in the same counties.

3 To help make teaching more truly a profession.

4 To make the State sure that none of the millions of public school money, voted by the State, shall be paid to persons wholly and notoriously incompetent to teach.

We affirm, without fear of successful contradiction:

1 That the said bill will, more than any other known plan, secure the above results.

2 That, after years of discussion, this bill is favored and urged by nine-tenths of the mass of teachers of the State.

3 That resolutions favoring this plan have been *unanimously adopted* by every State assembly of teachers (there have been four such meetings) held during the past year, and by many local teachers associations so held.

4 That similar plans are now in successful operation in several states noted for their superiority in educational matters.

5 That this plan will reduce to a minimum all the opportunities for favoritism and incompetency to effect the licensing of teachers.

6 That there is nothing of a political, partisan or personal scheme in the

bill; but that the plan originated among teachers, and this bill has been introduced in response to the demands of our most thoughtful, earnest and practical educators. Hence we earnestly urge you to favor the prompt passage of this bill.

[Signed]

GEORGE GRIFFITH, New Paltz
President
FOX HOLDEN, Plattsburg
Vice President
H. D. NOTTINGHAM, Manlius
Vice President
EDWARD DANFORTH, Elmira
Secretary
A. P. CHAPIN, Rochester
Secretary
A. W. MOREHOUSE, Port Byron
Secretary
J. H. DURKEE, Sandy Hill
Treasurer

Letter from Hon. John Jay, President of Civil Service Commission

STATE OF NEW YORK

CIVIL SERVICE COMMISSION
191 SECOND AVE., NEW YORK CITY }
December 16, 1886

The Honorable A. S. Draper, Superintendent of Public Instruction, Albany, New York:

SIR: I have the honor to acknowledge your letter of the 14th of December, in answer to my note of the 10th instant, and pray you to accept the thanks of my associates and myself for the obliging promptness of your reply, and for the interesting statement with which you have favored us of the outlines of the plan proposed by your Department for establishing a uniform standard of qualifications as a condition precedent to the granting of certificates to teachers in the public schools of this State.

Your letter will be laid before this commission at its next meeting, which is appointed to be held at Albany on Wednesday, the 22d inst.

Availing ourselves of your kind permission, we will gladly allude in our report to the proposed action of your Department in a direction so important for the improvement of the civil service of the State; and if at any time we can be of the slightest use to you by our suggestions, we are entirely at your service.

I am, sir, very respectfully and truly yours

[Signed] JOHN JAY
President

Letter from the Secretary of the Board of Regents

Hon. A. S. Draper, Superintendent of Public Instruction:

DEAR SIR: I have read over very carefully the bill which you handed me today. I have no hesitation in saying that the measure is one of the most

important which has ever been devised in regard to the education of the State. Everybody knows that the chief difficulty in public education lies in procuring competent teachers. I believe that the scheme of uniform examinations which this bill provides will do much toward making the school teaching in the State what it ought to be. I know what a heavy responsibility such a law lays upon the Superintendent, but I know that you will not shrink from hard work to bring about so beneficial an end.

Very sincerely yours

[Signed] DAVID MURRAY

Albany, N. Y., March 2

Action of the New York State Teachers Association, 1887

At the annual meeting of the New York State Teachers Association, held at Elizabethtown, Essex county, July 6, 7 and 8, 1887, the following preamble and resolutions were unanimously adopted:

Whereas, The members of the New York State Teachers Association deeply regret the loss of the uniform examination bill, and believe that as in other states, a change so radical will be best promoted by successful experiment. It is therefore

Resolved, That the school commissioners be urged to request the State Superintendent to prepare, as soon as possible, printed text questions, to be issued monthly and to be used simultaneously in the examination of teachers.

Resolved, That school commissioners shall agree to issue no licenses without a written examination upon these questions, the forms of said licenses to be furnished and the licenses approved by the State Superintendent; said licenses to be indorsed by school commissioners whenever granted; the papers of all applicants to be filed and, if desired, returned to the Department for inspection.

J. RUSSELL PARSONS, JR

S. H. ALBRO

MISS H. R. BURNS

MRS E. H. COOK

C. G. BROWER

Committee on resolutions

A bill was introduced into the Legislature of 1887 by Speaker James W. Husted of Westchester county, amended somewhat, and passed by that body. The bill was vetoed by Governor Hill. The following is the full text of the bill:

TEXT OF ACT PASSED BY THE LEGISLATURE OF 1887

An act in relation to the licensing of persons to teach in the public schools of this State

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION I. The State Superintendent of Public Instruction is hereby directed to establish a system of uniform examinations to be held simul-

taneously in each school commissioner district and in each city of the State having less than four hundred thousand inhabitants, according to the census taken in the year 1880, under the immediate supervision of the respective school commissioners and the city superintendents of said cities, as often as may be deemed necessary for the purpose of testing the qualifications of persons desiring to teach in the common schools of this State. Such examinations shall be held upon printed question papers, prepared by the Department of Public Instruction, but the said school commissioners and city superintendents may hold any additional examination which they may think proper for the purpose of testing the moral character or practical qualifications of the candidates, and may reject any candidate who appears to them to be lacking either in moral character or general ability to teach school successfully. The examination papers of such of the candidates as the said school commissioners and city superintendents may, respectively, think proper to submit for that purpose, shall be by them forwarded to the Department of Public Instruction for examination, and certificates of different grades in such form and conferring such privileges as shall be determined by the State Superintendent shall be issued by him to the candidates whose examination papers reach the standards of qualification required by him. The State Superintendent is hereby clothed with full power and authority to make and enforce all rules and regulations necessary for carrying into effect the provisions of this act.

§ 2 In any of the cities of the State having a population of four hundred thousand inhabitants, or more, according to the census of 1880, the city superintendent, or superintendent of schools in such cities, shall continue to issue licenses to teachers as heretofore. The said city superintendent shall issue no license except after a written examination of the candidates, and shall make such examination as difficult as the uniform state examination, and shall establish standards or requirements as high as those fixed by the State Superintendent. Whenever the State Superintendent shall be satisfied that such is being done he may, in his discretion, accept such superintendent's examinations in lieu of the uniform state examination, and may, in his discretion, issue state certificates to the persons passing such superintendent's examination, the same as though said person had passed the uniform state examination. Whenever the board of education and the superintendent of schools, or the officer acting as such, in any city of the State, whose population exceeds four hundred thousand, shall signify in writing to the State Superintendent their desire to unite in any examination of future applicants for teachers licenses to be held under the provisions of this act, such city shall be included by the State Superintendent in the uniform examination next thereafter to be held by him. But nothing in this act contained shall affect or apply to any teacher now employed in any public school in any city of the State having a population of four hundred thousand, or more.

§ 3 Any board of education or trustees, whose duty it is to employ teachers, may establish a higher standard of qualifications than that fixed by the Superintendent of Public Instruction, for the schools in charge of said board, and may provide, by resolution or otherwise, that no person shall be employed as teacher in any school under its charge, except such as hold the grade of state certificates specified by it, or except such as otherwise show qualifications required by it. No person shall be employed but such as hold

a certificate heretofore issued according to law, and which is unexpired, or one issued pursuant to this act; but any board may examine persons holding such certificates, hereafter issued pursuant to this act, whenever it deems advisable, as a condition precedent to employment and for the purpose of ascertaining whether such persons have qualifications up to the standard established by said board.

§ 4 The Superintendent of Public Instruction may, in his discretion, issue certificates to any graduate of a college or university who has had at least three years' experience as a teacher, without examination. Such certificates shall be known as the "college graduates certificates" and shall entitle the holder to teach in any common school in the State, and be good during life unless revoked for cause.

§ 5 All provisions of law authorizing any other officer or any board in the school commissioner districts or in the cities having a population of less than four hundred thousand inhabitants, to grant licenses to teach in any of the common schools of this State, whether general in their application or having reference only to some particular locality, are hereby repealed, but nothing herein contained shall be deemed to invalidate any license to teach which may now be in force, nor to affect the rights and privileges now conferred by law upon the graduates of the normal schools.

§ 6 This act shall take effect immediately.

The following is the memorandum filed by Governor Hill in vetoing the measure:

This bill provides for the licensing of teachers by the State Superintendent of Public Instruction instead of the local school authorities as now provided by law. The present system has existed for many years, and if so radical a change is to be made the measure should be most carefully framed.

One serious objection to this bill is that while it purports to be a state measure, applicable to all the schools of the State, it substantially exempts the cities of New York and Brooklyn from its provisions. No good reason exists why, if those cities are to be exempted, the other cities of the state should not also have a like exemption. There are some arguments why cities should not be included in the bill at all, and why its provisions should only apply to the schools of the rest of the State which are more intimately and directly under the jurisdiction and control of the State Superintendent, but it is difficult to discover why a portion should be included and others excluded. The bill should be consistent in its discriminations.

Having already during the past winter disapproved several bills upon the express ground that their provisions discriminated *against* the cities of New York and Brooklyn, I can not now consistently approve one which discriminates in *favor* of those cities. Let all the cities of the State be included or let them all be exempted, would seem to be the proper course.

In justice to the Department which recommended the bill it should be stated that as originally proposed the bill made no exemptions, but the objectionable changes were made during its progress in the Legislature.

It becomes unnecessary to consider any of the other questions involved.

It is not too much to say that in the history of the development of the public school system of the State no single person did more

toward the development of all the different agencies of the State organized for the purpose of training teachers for the public schools than Andrew S. Draper.

As a member of the executive committee in charge of the Albany State Normal School, as a member of the board of education of the city of Albany, as State Superintendent of Public Instruction, as president of the board of trustees of the New York State Normal College, and as Commissioner of Education, he had an official relation to the teaching service of the State which was most unusual, and through such relation became thoroughly conversant with the weak points in the means of providing a properly trained body of teachers for the schools of the State, recognized the important relations of a properly equipped teaching service to the efficiency of the school system, and inaugurated many movements which placed the teaching service of the State upon a higher plane.

In a review of the life and services of Doctor Draper, the author of this report referred to the service which he had rendered in connection with the training of teachers, in the following language:

Superintendent Draper recognized that the most important factor essential to greater efficiency in the work of the schools was a better qualified body of teachers. He therefore entered upon a vigorous and determined campaign to place the work of teaching upon a professional basis. He gave the subject of teachers' qualifications most careful study. He considered the question from every standpoint and he promulgated a plan for the accomplishment of that object upon broad and deep foundations. He proposed to bring together in harmonious cooperation every agency of the State intended to improve the preparation and training of teachers. Teachers examinations, teachers institutes, teachers training classes and State normal schools were to be reorganized and strengthened for the performance of their special functions in this general scheme.

There was no real system then for the examination and certification of teachers. School commissioners in the rural sections and boards of education or superintendents in cities issued certificates upon such standards and under such regulations as each determined. Certificates were often issued as a matter of charity, more often to meet the demands of influential citizens and not infrequently for the purely political purpose of aiding in the reelection of the officer who issued them. Much had been said throughout the State at different periods about the advisability of establishing some system of certification of teachers based upon examinations prescribed and supervised by state authority. No real progress had been made, however. With all the educational interests of the State supporting him, Superintendent Draper undertook to effect the adoption of such plan. To accomplish this purpose, he caused a bill to be introduced into the Legislature. The measure passed that body but was vetoed by the governor. The proposition that only persons of adequate scholarship should be employed as teachers in the schools was so perfectly sound and the right of the State to enforce such

requirements was so clearly obvious that Superintendent Draper was not to be defeated in his efforts to accomplish an achievement so vital to the efficiency and progress of the public school system. After mature reflection upon the whole proposition, Superintendent Draper concluded that the law already vested him with sufficient authority to set into operation throughout the State, under Department regulations, the very system for licensing teachers which was proposed in the legislative enactment vetoed by the Governor. He did not, however, rest upon his own opinion in this matter. He appreciated the wisdom of sharing official responsibility and of bringing to his support such additional influence and authority as might properly be invoked. He therefore submitted to the Attorney General of the State the question of the State Superintendent's power in such matter. He did not pursue this course because of any doubt as to his legal authority in the matter but because of his assurance of what the law was and of what the opinion of the chief legal adviser of the State would be. He was not disappointed in the opinion of the Attorney General, Hon. Charles F. Tabor, a leading lawyer of the State and one of New York's notable Attorney Generals. That officer concurred in every respect in the opinion of Superintendent Draper. But, even then, Doctor Draper did not undertake to force the adoption of his plan. There were many progressive school commissioners and superintendents throughout the State. A majority of these officers accepted the suggestion to adopt voluntarily a uniform system of examinations upon which the certification of teachers should be based. Others gradually adopted the system until it became operative in every school commissioner district in the State and in many of the cities. Thus, by rational discussion, by the consideration of the rights and opinions of others, and by the cooperation of all the interests involved in a troublesome question he had inaugurated a great educational reform. By so doing, he had struck an effective blow at the interests and forces which were using the public schools of the State for selfish and improper purposes.

Teachers institutes and teachers training classes were the chief agencies for the education, training and intellectual improvement of the great majority of teachers employed outside the cities. Institutes were generally held by counties. This plan was changed and they were held by commissioner districts. They were given closer supervision. The instruction was adapted to the needs of the teachers in the several communities of the State so far as such needs were ascertainable. Attendance of teachers was made compulsory and school authorities were required to close school and pay teachers their salaries for the time they were in actual attendance at the institutes. Teachers training classes had been under the supervision of the Regents from the organization of such classes in 1834. The Regents were at that time charged with no responsibility in connection with elementary education. The training classes were organized to prepare teachers especially for the rural schools which were under the supervision of the State Superintendent of Public Instruction. Doctor Draper claimed in the interest of efficiency and good administration that the supervision of such training classes should be transferred from the Regents to the State Department of Public Instruction. The Regents concurred in this opinion and the law was amended authorizing this change. The number of these classes was reduced from about two hundred to about eighty and the number of pupils attending

such classes was reduced by more than one-half. The period of instruction was increased to thirty-two weeks. A definite course of study was prescribed and observation and practice in teaching under an approved critic were required. Examinations were set for entrance to these classes and for the granting of certificates on the completion of the course. Under these modifications, training classes were brought into harmonious relation with the state school system and became an effective force in training rural school teachers.

Doctor Draper had a keen appreciation of how little the State was doing for the professional training of teachers. He believed that the cities and populous centers should be required to employ only those teachers who had qualified by special training for the important work of teaching. He officially recommended to the Legislature that the law regulating the employment of elementary teachers in cities be so amended as to prohibit a contract with a teacher who had not been graduated from an approved high school and thereafter completed an approved professional course covering at least one year. He assisted a committee of the Council of City Superintendents in drafting a bill on this subject. Although meeting with disfavor at first, it was finally enacted into law and forms the basis of the present requirements for teachers in the elementary schools of cities and villages. He knew that the normal schools were not able to supply the necessary number of teachers and he therefore recommended the establishment of city training schools. He was, however, the strong friend and supporter of our system of state normal schools. He extended to these institutions every assistance and encouragement necessary to strengthen and develop them so that they might annually supply a large body of educated, trained teachers for the schools of the State. Three additional state normal schools were organized during his administration as State Superintendent.

Through his efforts provision was made for the granting of certificates to college graduates without examination and for the indorsement of normal school diplomas and life state certificates issued by the authorities of other states. He also recognized the necessity of making special provision for the training of teachers for the fine system of secondary schools which was developing in the State. Upon his recommendation, the Albany State Normal School was incorporated as the New York State Normal College for this special work.

What a broad conception he possessed of the power, influence and dignity of the teaching force of a great school system and with what masterly skill he organized for efficient and economic service all the instrumentalities of the State for the proper education and training of those desiring to enter the teaching profession. He believed that, if a teaching force of greater intellectual attainments was to be attracted to educational service, the status of such service should be exalted and dignified and those entering upon that service should be protected in their legitimate rights. He used every honorable means at his command to accomplish these objects. He openly advised teachers to insist upon the treatment to which their high calling entitled them. He also urged the public to accord them such recognition. When the laws were deficient in any of these matters, he frankly presented the subject to the Legislature and recommended and generally obtained such modifications of the law or such additional enactments as were necessary to effect the desired results.

He knew from personal experience the embarrassment and hardship which resulted from the custom of paying teachers in many parts of the State at the termination of their services, or when the public moneys apportioned by the State were received. Upon his initiative there was incorporated into the law a provision requiring all school boards to deliver to teachers, at the time of making contracts with them, a written memorandum as to the term of service and the compensation to be received. This law further required that the compensation of every teacher should become due and payable as often as at the end of each month. When ingenious school boards began the payment of salaries by giving orders upon empty treasuries, he was instrumental in obtaining further amendments to the law making it a misdemeanor for a school board to issue an order for the payment of the salary of a teacher upon any custodian of school funds unless there were sufficient funds in the hands of such custodian to meet the payment of such order. This action created a wholesome respect for the law and it was cheerfully obeyed. No officer was ever charged under the law with the sacred privilege of protecting under supervisory powers or by judicial decree the interests and rights of the teaching profession, who exercised such high functions with greater conscientious devotion to duty than did Andrew S. Draper.

It may appear that we have placed much emphasis upon his labors in connection with the advancement of the teaching profession. This is intended, for it has proved to be a conspicuous achievement of his six years' service as State Superintendent. When he entered upon the duties of that office, the number of teachers employed in the schools of the State was 31,325 and, of this number, only 2065, or a little over 7 per cent, had received professional training or had been licensed under State authority. Under the plan of his great constructive genius, of the teaching force which had grown to exceed 44,000 in the year of his death, 30,000, or 70 per cent, had received professional training and every teacher employed had been certificated by state authority.

Opinion of Attorney General

STATE OF NEW YORK

ATTORNEY GENERAL'S OFFICE

Albany, September 23, 1891

C. N. Hoffman, School Commissioner, Ransomville, N. Y.

DEAR SIR: Your communication of the twenty-first instant has been received, inclosing "regulations governing uniform examinations for commissioners' certificates," issued by the Department of Public Instruction, and asking me, if, in my opinion, school commissioners are bound by these regulations, and if it is within the power of the Superintendent of Public Instruction to pass them.

In reply, I beg leave to state as follows: Chapter 555 of the Laws of 1864, entitled "An act to revise and consolidate the general acts relating to public instruction," so far as the same is material to the subject under consideration, provides as follows:

Section 1 continues the office of State Superintendent of Public Instruction.

Section 13 provides that, "so often as he can, consistently with his other duties, he shall visit such of the common schools of the State as he shall see fit, and inquire into their course of instruction, management and discipline, and advise and encourage the pupils, teachers and officers thereof."

Section 16: "Upon cause shown to his satisfaction, he may annul any certificate of qualification granted to a teacher by a school commissioner, or declare any diploma issued by the state normal school ineffective and null as a qualification to teach a common school within this State, and he may reconsider and reverse his action in any such matter."

Section 18: "Whenever it shall be proven to his satisfaction that any school commissioner or other officer has been guilty of any wilful violation or neglect of duty under this act, or any other act pertaining to common schools or of wilfully disobeying any decision, order or regulation of the Superintendent, the superintendent may, by an order under his hand and seal, which order shall be recorded in his office, remove such school commissioner or other school officer from his office."

Section 19: "He shall prepare suitable registers, blanks, forms and regulations for making all reports and conducting all necessary business under this act, and shall cause the same, with such information and instructions as he shall deem conducive to the proper organization and government of the common schools, and the due execution of their duties by school officers, to be transmitted to the officers and persons intrusted with the execution of the same."

Section 1 of title 12 provides that, "any person conceiving himself aggrieved in consequence of any decision made:

"Seventh. By any other official act or decision concerning any other matter under this act, or any other act pertaining to common schools, may appeal to the Superintendent of Public Instruction, who is hereby authorized and required to examine and decide the same; and his decision shall be final and conclusive, and not subject to question or review in any place or court whatever."

The duties and powers of school commissioners, so far as they relate to the question, will be found in title 2 of said act.

By sections 1, 2, 3 and 4, the office of school commissioner is continued, and his election and tenure of office regulated.

Section 10 provides that, "Whenever the Superintendent of Public Instruction is satisfied that a school commissioner has persistently neglected to perform his duties, he may withhold his order for the payment of the whole or any part of such commissioner's salary as it shall become due, and the salary so withholden shall be forfeited; but the Superintendent may remit the forfeiture, in whole or in part, upon the commissioner disproving or excusing such neglect."

Section 13: "Every commissioner shall have power, and it shall be his duty:

Subdivision 5: "To examine persons proposing to teach common schools within his district, and not possessing the superintendent's certificate of qualification or a diploma of the state normal school and to inquire into their moral fitness and capacity, and if he find them qualified, to grant them certificates of qualification, in the forms which *are or may be prescribed by the Superintendent.*"

Subdivision 7: "To examine any charge affecting the moral character of any teacher within his district, first giving such teacher reasonable notice of the charge, and an opportunity to defend himself therefrom; and if he find the charge sustained, to annul the teachers certificate, by whomsoever granted, and to declare him unfit to teach; and if the teacher held a certificate of the superintendent, or a diploma of the state normal school, to notify the superintendent forthwith of such annulment and declaration."

Section 15, as finally amended by chapter 245, Laws of 1889: "The commissioners shall be subject to such rules and regulations as the Superintendent of Public Instruction shall, from time to time, prescribe, and appeals from their acts and decisions may be made to him, as hereinafter provided. They shall, whenever thereto required by the Superintendent, report to him, as to any particular matter or act and shall severally make to him annually, to the twenty-fifth day of July in each year, a report in such form and containing all such particulars as he shall prescribe and call for; and for that purpose shall procure the reports of the school districts from the town clerk's offices, and after abstracting the necessary contents thereof, shall arrange and indorse them properly, and deposit them, with a copy of his own abstract thereof, in the office of the county clerk; and the clerk shall safely keep them."

These, I believe, are all the provisions which have any direct bearing upon the question. And it will be observed by them that the Superintendent of Public Instruction is charged with the duty and general power of visitation and supervision over the common schools. He is expressly authorized to annul certificates granted by the commissioner, and to remove a school commissioner or other officer, "for wilfully disobeying any decision, order or regulation of the Superintendent." He is "charged with preparing suitable blanks, forms and regulations for making reports and conducting *all necessary business under this act*, and shall cause the same, with such information and *instructions* as he shall deem conducive to the proper organization and government of the common schools, and the due execution of their duties by school officers, to be transmitted to the officers and persons intrusted with the execution of the same." And it is expressly declared by section 15 *supra*, that "the commissioners shall be subject to such rules and regulations as the Superintendent of Public Instruction shall, from time to time, prescribe."

The school commissioner, it is true, is charged with the performance of certain duties, and among those is the duty of examining and licensing teachers; but the power to examine and license teachers must be exercised under and in pursuance of the rules and regulations issued by the Superintendent of Public Instruction; and after having carefully read and examined the regulations made by the Superintendent, which you inclose, I can find nothing therein which, in my opinion, attempts to annul or is in conflict with the statutory provisions above quoted, or which is beyond the power granted to the Superintendent.

These regulations do not take away from the school commissioner power to examine applicants proposing to teach in the common schools and to grant them licenses, and after such examination, to determine whether the

qualifications possessed by the teacher come within the rules and regulations adopted by the Superintendent of Public Instruction, and to pass upon their moral fitness and capacity.

Very respectfully, your obedient servant

C. F. TABOR
Attorney General

Preliminary Department Circular to School Commissioners

Examination of Candidates for Teachers Licenses

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION SUPERINTENDENT'S OFFICE

Albany, August 18, 1887

To the School Commissioners:

Pursuant, as I am advised, to a resolution adopted at the recent meeting of the State Teachers Association, I have received, from sixty of the school commissioners, the request set forth in the following communication:

"To the Department of Public Instruction:

I respectfully request the Department of Public Instruction to issue monthly, commencing at the earliest possible date, printed test question papers to be used simultaneously in the examination of teachers, and to furnish school commissioners with blanks for licenses. I agree to issue no license without a written examination upon said questions; to file in my office the papers of all applicants, and, if desired, submit them to the Department for inspection. It is believed that certificates granted in this way, will soon acquire more than a local value."

Acting upon the suggestion herein contained, and desirous of cooperating in all efforts to protect the schools from unqualified teachers, you are advised that, commencing with September, the Department will issue, at the first of each month, to the school commissioners, a printed set of questions which may be used as the basis of a uniform and simultaneous examination of candidates for teachers licenses. If commissioners will arrange to hold their examinations upon the first Saturday of the month, the questions will be received in time, and at the same time there will be but little likelihood of publicity before the examination occurs. When Saturday comes upon the first or second day of the month, the questions will be mailed a day or two in advance of the first day of the month. The arrangement of questions will be such as to conform to the present system and form of certificates. Answers will be supplied, a uniform system of marking will be suggested, and the standard of proficiency which should be attained in the several grades, in order to secure certificates, will be indicated.

The undertaking is experimental. Its acceptance is entirely optional with commissioners. Such of them as have asked the Department to inaugurate the movement will of course observe the terms and conditions of their

requests. All are invited to undertake the experiment, with a view to determining whether or not the plan is practical and capable of producing the general results so desirable in the educational work of the State.

I am, yours very respectfully

A. S. DRAPER
Superintendent

Department Circular Accompanying First Set of Uniform Examination Questions

Uniform State Examinations for Teachers Certificates

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION
SUPERINTENDENT'S OFFICE

Albany, August 29, 1887

To the School Commissioners:

I mail you herewith, in a sealed envelop, to be opened Saturday, September 3, printed question papers and general regulations for the September examinations for teachers certificates. The answers to these questions are inclosed in a separate envelop, which should not be opened until the close of the examination.

As noted in my former circular, these questions will be printed monthly and mailed to commissioners in time for use in examinations upon the first Saturday in each month.

To meet the needs of commissioners generally, it was deemed advisable to issue these questions monthly. Public examinations can be held in the most convenient places and the necessity for private examinations wholly avoided. In cases where commissioners do not require monthly examinations, papers should not be used oftener than found necessary.

The whole examination is to be given in one day, commissioners making such arrangements therefor as their convenience may determine respectively.

For third grade certificates the subjects are: 1 arithmetic; 2 geography; 3 grammar; 4 physiology; 5 general questions.

For second grade, the same, with 6 American history and civil government; 7 methods.

For first grade, the preceding, with 8 school law; 9 algebra.

Questions in italics, only, apply to third grade certificates.

All questions in every paper, excepting school law and algebra, apply to second grade certificates.

All questions in every paper apply to first grade certificates.

The number of credits to which a perfect answer entitles applicants is printed after each question. It will be seen that 60 credits represent a perfect paper of the third grade; 100 credits of the first and second grades.

To meet the necessities of the times, these test papers are similar in character; questions are general, not technical. The present system of gradation of certificates is followed.

It is my wish that no certificate be granted without a written examination, and that the papers of applicants be filed in the office of the school commis-

sioner. While all are invited to use these questions as a basis for uniform and simultaneous examinations for teachers certificates, the commissioners who have requested the Department to prepare them will, of course, observe the terms of their request.

As previously stated, this is an experiment, and entirely optional with commissioners. Its success depends largely upon their good faith and active cooperation. I believe that such cooperation will do much toward establishing a minimum standard of qualifications for our teachers, the necessity for which is so generally recognized. I shall be glad to receive from commissioners any suggestions regarding this subject which they may deem pertinent.

At the close of the examination commissioners may publish the papers or put them to any use they deem advisable.

I am, yours very respectfully

A. S. DRAPER
Superintendent

**Circular and Regulations Concerning Uniform Examinations Sent to
School Commissioners December 5, 1887**

Circular

Uniform examinations for commissioners certificates

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION

SUPERINTENDENT'S OFFICE

Albany, December 6, 1887

SIR: The manner in which the qualifications of candidates for teachers certificates shall be determined has been much discussed throughout the State during the last year, the predominant opinion among educators being that it should be by means of a uniform system of public, simultaneous examinations—written in any event, and oral so far as commissioners should think best—upon questions issued by the State Department.

Acting upon the petition of a majority of the school commissioners of the State, this Department has issued a set of question papers for use at such an examination to be held upon the first Saturday of each month, beginning with September last. The system thus inaugurated, although necessarily crude and imperfect, has gone into very general operation throughout the school commissioner districts of the State, and so far as I am advised it has, wherever tried, met with general approval and been productive of very excellent results.

A more complete and perfect system has now been prepared as the result of actual experience, for use after the first of January 1888. New forms of certificates, appropriate to such a system, have been prescribed. I send you herewith, a copy of the regulations, requirements as to candidates, and forms of certificates, for your information.

Commissioners have not heretofore been required to use this system of examinations nor is it now proposed to require them to do so. Heretofore, the question papers have been sent to all commissioners. Hereafter, they

will be sent to such only as assure the Department of their purpose to enter upon the enterprise and to observe the regulations governing it. To all such the Department will supply the questions and answers to the same, and also the certificates in book form for convenient use, as well as blank books appropriately arranged for keeping the records of certificates issued, the standing of the candidates, etc.

Commissioners preferring not to observe the regulations herewith inclosed, will continue to use the forms of certificates heretofore prescribed by the Department and now in use. But the desire is expressed that no commissioner will issue any certificate except upon a public examination, which shall be at least in part conducted in writing, unless it be in an emergency, and then only for a length of time which will bridge over the emergency and enable the candidate to take the next stated public examination.

Being confident that the plan which is herewith forwarded to you, will promote and advance the educational interests of your district, I express the desire that you shall enter upon it. Kindly advise me at your early convenience of your conclusions in the matter.

Very respectfully yours

A. S. DRAPER
Superintendent

Regulations

Uniform examinations for commissioners certificates

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION
SUPERINTENDENT'S OFFICE

Albany, December 5, 1888

To the School Commissioners:

The following regulations and forms of certificates in reference to uniform examinations for commissioners certificates are hereby established and prescribed for the guidance of school commissioners who signify their intention of conducting their examinations of candidates for commissioners licenses under the plan and regulations outlined, to go into effect January 1, 1888.

A. S. DRAPER
State Superintendent

I GRADES OF CERTIFICATES

Teachers certificates issued by school commissioners shall be of three grades — first, second and third.

Certificates of the first grade shall be issued for a term of five years. On their expiration from time to time, these certificates may be renewed at the discretion of the school commissioner, without reexamination.

Certificates of the second grade shall be issued for a term of two years, and shall be renewed only upon reexamination.

Certificates of the third grade shall be issued for a term of six months, shall be limited to a particular school or grade, and shall in no case be issued to the same person more than twice.

In addition to the foregoing, school commissioners may grant temporary licenses for a time not exceeding six weeks, in cases where public convenience may seem to require it, and applicants shall present satisfactory reasons for not having been present at the regular examination.

II QUALIFICATIONS OF CANDIDATES

1 *Experience*

Candidates for certificates of the first grade must have taught successfully for at least two years.

2 *Educational requirements*

Candidates for certificates of the third grade shall be required to pass an oral examination in reading and a written examination in arithmetic, composition, geography, grammar, orthography, penmanship, and physiology and hygiene.

Candidates for certificates of the second grade shall be required to pass an oral examination in reading, and a written examination in the subjects required for certificates of the third grade; also in American history, civil government, current topics, and elementary drawing from copies and from objects.

Candidates for certificates of the first grade shall be required to pass a written examination in the subjects required for a certificate of the second grade, with exception of reading, also in algebra, bookkeeping, elements of physics, methods and school law.

The questions in written examinations for certificates of the second and third grades shall be the same so far as the subjects are the same, the difference in educational qualifications for these grades being determined by the difference in the standing attained.

Candidates for certificates of the third grade must attain a standing of at least 60 per cent in arithmetic, geography, grammar and orthography, and an average standing of at least 60 per cent in all the other subjects.

Candidates for certificates of the second grade must attain a standing of at least 75 per cent in arithmetic, geography, grammar and orthography, and an average standing of at least 75 per cent in all the other subjects.

Candidates for certificates of the second grade shall be exempt from examination in any subject in which they have attained a standing of 75 per cent on examination for a certificate of the third grade.

For certificates of the first grade, separate examinations shall be held, and candidates must attain a standing of at least 75 per cent in arithmetic, geography, grammar and orthography; and an average standing of at least 75 per cent in all the other subjects.

Candidates for certificates of the first grade shall be exempt from examination in any subject in which they have attained a standing of 75 per cent on the examination held by the State Department for a state certificate.

No paper that shows a standing of less than 50 per cent shall be accepted in examinations for certificates of any grade.

School commissioners may, in their discretion, supplement the written examinations by oral questions, or demand a higher percentage than above required, or refuse to admit a candidate to the examination, or to grant him a certificate after he has attained the required standing.

III TIMES FOR EXAMINATIONS

Examinations for certificates of the second and third grades shall, unless omitted in the discretion of the commissioner, be held in each commissioner district on the first Saturday each of January, March, April, May, September, October and November, and on the second Tuesday each of March, August and September. Examinations for certificates of the first grade shall begin on the second Tuesday each of March and August, and continue two days.

IV INDORSEMENT OF CERTIFICATES

Certificates of the first and second grades shall be valid in any commissioner district of the State when indorsed by the school commissioner of the district.

V RECORDS OF EXAMINATION

All answer papers submitted by candidates shall be indorsed in ink by the school commissioner, with the standing attained, and placed on file in his office, subject to the order of the Superintendent of Public Instruction.

Records of all examinations shall be kept by the commissioner in a book provided for that purpose, which shall be delivered to his successor in office.

VI FORMS OF CERTIFICATES

Blank certificates will be prepared and issued for the use of the commissioners by the Department of Public Instruction after the forms which are hereto annexed.

VII REGULATIONS

Commissioners shall give due notice of the places of examinations and the hour at which they will begin.

The places of holding examinations should be varied, to accommodate teachers in different localities.

Before entering upon examination, candidates will be required to fill out a copy of the following:

STATEMENT OF CANDIDATE

Full name
 Home P. O.
 Age
 Successful experience in teaching..... terms.
 Reference as to moral character.....

 Last certificate
 Grade Date
 Issued by
 Have held.....third grade certificates.
 Have held.....temporary licenses.
 Am exempt from examination in

Copies of the above form will be supplied by the Department.

Examinations for certificates of the second and third grades will be held according to the following:

PROGRAM

A. M.—Arithmetic, geography, civil government, drawing.

P. M.—Composition, grammar, physiology and hygiene, reading, American history, current topics.

Examinations for certificates of the first grade will be held according to the following:

PROGRAM

Tuesday

A. M.—Arithmetic, geography, drawing.

P. M.—Composition, grammar, physiology and hygiene, civil government.

Wednesday

A. M.—American history, algebra, current topics, bookkeeping.

P. M.—School law, elements of physics, methods.

Penmanship will be judged from the papers on geography, and orthography from all of the papers.

Twenty-five per cent of the credits of papers on composition will depend upon the *general excellence* of all papers submitted with reference to neatness, order and punctuation.

In the solution of problems, every process must be indicated. Mere answers will not be accepted.

The examinations in each subject will be restricted to the half-day designated in the program.

Collusion between candidates or any other act of dishonesty will wholly vitiate their examination.

Answer papers should be written in ink, arranged and filed in good order.

Questions to be used in these examinations, together with the answers thereto, will be issued by the Department, and forwarded to school commissioners in sealed envelopes; these will be first opened in the presence of the class, at the time for the examination.

Candidates must supply themselves with necessary material, and, to secure uniformity, legal cap paper will be used.

Books for records of examination will be furnished to school commissioners by the Department.

STATE OF NEW YORK

TEACHERS CERTIFICATE OF THE FIRST GRADE

To ALL TO WHOM THESE PRESENTS SHALL COME: *Be it known* that I,,
 school commissioner of the..... district of the
 county of, having examined, of
, and having ascertained h.... qualifications in
 respect to moral character, learning and ability to instruct a common school,
do hereby certify that ... is qualified, and that h.... experience in and
 devotion to the profession entitle h.... to the rank of a

TEACHER OF THE FIRST GRADE

Under the regulations of the Department of Public Instruction for the

UNIFORM EXAMINATION OF TEACHERS

and is *hereby licensed* to teach any common school in this commissioner
 district for the term of five years from this date.

Given under my hand this day of in the
 year one thousand eight hundred eighty.....

.....
School Commissioner

FIRST GRADE

No.
 Date
 Name
 Home P. O.
 Age; Terms taught.....
 Grade of last license.....
 Date of last license.....
 Given by
 Has held

—First grade certificates

Standing on examination

	%		%
Algebra.....	.....	Elements of physics.....	.....
Arithmetic.....	.....	Geography.....	.....
American history.....	.....	Grammar.....	.....
Bookkeeping.....	.....	Methods.....	.....
Civil government.....	.....	Orthography.....	.....
Composition.....	.....	Pennmanship.....	.....
Current topics.....	.....	Physiology and hygiene.....	.....
Elementary drawing.....	.....	School law.....	.....

Standing on examination

	%		%
Algebra.....	.....	Elements of physics.....	.....
Arithmetic.....	.....	Geography.....	.....
American history.....	.....	Grammar.....	.....
Bookkeeping.....	.....	Methods.....	.....
Civil government.....	.....	Orthography.....	.....
Composition.....	.....	Pennmanship.....	.....
Current topics.....	.....	Physiology and hygiene.....	.....
Elementary drawing.....	.....	School law.....	.....

No.

STATE OF NEW YORK

TEACHERS CERTIFICATE OF THE SECOND GRADE

To ALL TO WHOM THESE PRESENTS SHALL COME: *Be it known* that I,,
, school commissioner of the..... district of the
 county of, having examined, of
, and having ascertained h.... qualifications in
 respect to moral character and ability to instruct a common school, *do hereby*
certify that is entitled to the rank of a

TEACHER OF THE SECOND GRADE

Under the regulations of the Department of Public Instruction for the

UNIFORM EXAMINATION OF TEACHERS

and *is hereby licensed* to teach any common school in this commissioner
 district for the term of two years from this date.

Given under my hand this day of in the
 year one thousand eight hundred eighty.....

.....
School Commissioner

SECOND GRADE

No.
 Date
 Name
 Home P. O.
 Age; Terms taught.....
 Grade of last license.....
 Date of last license.....
 Given by
 Has held
 — Third grade certificate
 — Second grade certificate

Standing on examination

	%
Arithmetic.....	
American history.....	
Civil government.....	
Composition.....	
Current topics.....	
Elementary drawing.....	
Geography.....	
Grammar.....	
Orthography.....	
Pennmanship.....	
Physiology and hygiene.....	
Reading.....	

Standing on examination

	%
Arithmetic.....	
American history.....	
Civil government.....	
Composition.....	
Current topics.....	
Elementary drawing.....	
Geography.....	
Grammar.....	
Orthography.....	
Pennmanship.....	
Physiology and hygiene.....	
Reading.....	

No.

STATE OF NEW YORK

TEACHERS CERTIFICATE OF THE THIRD GRADE

To ALL TO WHOM THESE PRESENTS SHALL COME: *Be it known* that I,,
, school commissioner of the district of the
 county of, having examined, of
, and having ascertained h.... qualifications in
 respect to moral character and learning, *do hereby certify* that
 is entitled to the rank of a

TEACHER OF THE THIRD GRADE

Under the regulations of the Department of Public Instruction for the

UNIFORM EXAMINATION OF TEACHERS

and is *hereby licensed* to teach the school in district no, in the town
 of, for the term of six months from this date.

Given under my hand this day of in the
 year one thousand eight hundred eighty.....

.....
School Commissioner

THIRD GRADE

No.
 Date
 Name
 Residence.....
 Age; Terms taught.....
 Grade of last license.....
 Date of last license.....
 Given by

Has held

—Third grade certificate

—Temporary license

Standing on examination	
	%
Arithmetic.....	.....
Composition.....	.....
Geography.....	.....
Grammar.....	.....
Orthography.....	.....
Pennmanship.....	.....
Physiology and hygiene.....	.....
Reading.....	.....

No.

In his annual report covering the year 1888, which will be found in the printed report of the Department dated 1889, Superintendent Draper spoke of the uniform examinations as follows:

The system of uniform, simultaneous examinations, to be held by school commissioners for testing the intellectual qualifications of applicants for teachers certificates, so fully outlined in my last annual report, has gone into full and successful operation in every commissioner district in the State. There was no effort made to coerce commissioners into an adoption of the system. A new set of commissioners came into office on the first of January last. About half of them commenced work under the uniform examination system at once. By July the last of them had agreed to adopt the system and issue no certificates except pursuant to its regulations. It is more than doubtful if any one of them would now be willing to return to the old way.

The regulations put in operation at the beginning of the year have proved the care and foresight with which they were prepared. Experience has pointed out the wisdom of two or three slight modifications which have been made. The principal change has been for the purpose of encouraging teachers of the lower grades to advance to the higher certificates by relieving them from reexamination in branches in which they had previously gained a standing of 75 per cent. A syllabus of the uniform examinations has been issued and generally distributed, so as to direct the attention of candidates in the proper directions. Copies of the revised regulations and syllabus are herewith transmitted.

While it is yet too soon to appreciate all the results of this most important movement, enough has transpired to demonstrate its entire practicability and to justify all that was claimed for it. Since January 1, 1888, thirteen different examinations have been held simultaneously in the different districts. These have been held publicly, at stated times and places, upon papers prepared at the Department. The following figures show the results of these examinations, so far as the results can be shown in figures:

Total number of candidates examined.....	21,156
Number first grade certificates issued.....	645
Number second grade certificates issued.....	6068
Number third grade certificates issued.....	9469
Number candidates failing to secure any certificate.....	5616
Number temporary permits issued.....	2621
Number teachers licensed having no previous experience.....	2971

The first item above set forth shows the number of different candidates examined. It is a common fact, however, that the same candidate appears in several examinations before getting a certificate or in order to secure one of higher grade. Certificates of the third grade run for six months, are renewed only upon examination and can be issued to the same person but twice. If in the course of a year's experience the teacher can not progress sufficiently to secure a second grade certificate, it is believed that he has misapprehended his calling and will be likely to succeed better at some other employment. Second grade certificates run for two years and are issued and renewed only upon examination. First grade certificates run for five years and are renewable in the discretion of a commissioner without examination. Temporary permits are issued without examination and to bridge

over an emergency, and continue only long enough to carry the candidate over the next examination.

There has been in some quarters an apprehension that there might, under this system, be a lack of duly certified teachers. This condition of things has not arisen in more than one or two instances, and there it has not been difficult to meet it satisfactorily in a very short time. The commissioners' reports show that on the tenth day of November, 1888, the number of duly licensed teachers in the several commissioner districts of the State was 16,968, while the number of persons actually engaged in teaching at one time was 14,994. There were in the districts 2502 persons holding other than uniform examination certificates. This number includes State Superintendent's certificates, normal school diplomas, college graduate's certificates and old certificates issued by school commissioners in a former term. All of the latter class would expire on the first day of January 1889. Any discrepancy in the figures will be explained by the fact that it is frequently the case that the same person has received more than one uniform examination certificate.

These figures are suggestive. They tell an interesting story. But they by no means tell the whole story. The moral or indirect results growing out of the undertaking have been far greater than were ever thought of in advance. It has aroused activity and stimulated the entire school work throughout all the rural districts of the State. Teachers have been at work as never before. They are advancing in technical knowledge; they are investigating and improving in their methods of teaching; they are broadening in their knowledge of affairs and in general culture; they are being put upon their own merits; they are seeing the necessity of progress; they are beginning to realize that the most progressive teachers will have preferment, and they are striving for advancement and are advancing. The number of candidates in the annual state examination in August was considerably more than double what it had been at any previous examination. The normal schools and training classes and institutes are fuller, and show more zeal and avidity than ever before. The final results none of us can estimate or foresee.

The cities of the State have, in nearly every instance, school systems which are governed by special legislative enactments. These special acts commonly authorize the board of education to certify the qualifications of teachers. I think this a mistaken policy. The power to determine the qualifications of teachers should only be entrusted to persons of proved competency for determining such a question intelligently, so far as it is practically possible to do so. Where that can not be done, it should be done through a system such as is now in operation in the commissioner districts. In no case should the same officers who employ teachers be given the power of certifying their qualifications. All cities have professional superintendents who might very properly be fully entrusted with this prerogative in nearly every case—as indeed they might in all cases, provided they did not hold their positions at the pleasure of the board. If certificates were issued only to persons completing a prescribed course in a professional training school or class the arrangement would be reasonably safe. In any event there is no manifest reason why the system of uniform examinations should not be generally extended to all the cities of the State. It could be adapted to their circumstances without difficulty. It has already been adopted and is in operation in

Elmira, Schenectady, Rome and Ithaca. The matter is being considered elsewhere with the likelihood of much further extension. If some such step is not taken the time will come when the best and most progressive teachers will not be found exclusively in the cities.

The statute provides that school commissioners shall issue certificates of the form prescribed by the State Superintendent. A form was prescribed by the Superintendent in an order made January 16, 1880. The form for the uniform examination certificates was prescribed by an order of the present Superintendent made on the 5th day of December 1887, which was made to extend only to commissioners who had adopted the new system. All commissioners having adopted the system, the old form has become obsolete, and it was formally abolished by an order made and entered on the 1st day of January 1889. From that date the only valid school commissioners' certificates will be in the form prescribed in the uniform examination system.

I deem it but proper, as it certainly is a pleasure, to commend the excellent spirit with which commissioners and teachers and the firm friends of education generally have entered into this great movement. To that spirit is due its success. It has involved a great amount of labor to get it in successful operation. I have no doubt that the correspondence alone concerning it has been as great in volume as the entire correspondence of the Department prior to the time when it was undertaken. Yet nearly all of the commissioners have assumed all this new labor cheerfully, intelligently and loyally. The teachers have not complained of it as an unnecessary exaction. The greater number of them have fallen in with it cordially from the first, confident that in the end it would dignify their calling and promote their interests and the well-being of the schools. But for this it would not have been possible at so early a day to have established the system upon the firm footing it has come to occupy, and in view of it there is good reason for making acknowledgment and saying a word of commendation.

There was one fundamental weakness in the uniform examination system. The question papers were prepared by the Department and therefore established a uniform basis of examinations for the entire State. The papers, however, were rated by school commissioners. There were 114 different standards of rating examination papers. There was not an adequate force in the Department to assume the burden of rating such papers. It was, however, discovered that abuses were creeping into the system which could be corrected in no other way than through the establishment of a central board to rate such papers. In March 1893 the State Department called to the Department all the first grade papers. These papers were rated by the institute conductors and training class inspectors. From this work the Department was able to make an estimate as to the amount of help which would be needed to rate all the papers. The papers submitted in examinations for first grade certificates were rated on this basis in 1893. The Legislature of 1894 was requested to make an appropriation sufficient to

establish a permanent board for the performance of this work. The appropriation was made and the board established on June 1, 1894. From that date the papers submitted in examinations for teachers certificates have been rated at the State Department.

In 1896 the author of this report prepared a general review of the development of the uniform system of examinations which was printed in the annual report of the State Superintendent of Public Instruction for that year. The review was as follows:

Examination and licensing of teachers

Over eight years have elapsed since the uniform system of examinations for determining the qualifications of teachers was put in operation. It was voluntarily adopted by sixty-five school commissioners in September 1887. The number of volunteers gradually increased as the advantages and success of the system became known, until July 17, 1888, when Superintendent Draper announced that every commissioner in the State had voluntarily adopted the system. From that time until the passage of the revised consolidated school law of April 1894, all commissioners were required under a *regulation* of the State Superintendent of Public Instruction to examine and license the teachers of their respective districts under the regulations adopted by this Department. During this period the authority of the State Superintendent to require commissioners to examine and license teachers under the regulations prescribed by him was not seriously questioned. Superintendent Draper requested Attorney General Tabor to express an opinion upon the legal right of the State Superintendent to exercise such authority. After giving the law, and the regulations adopted by the Superintendent careful consideration, the Attorney General prepared a written opinion sustaining the Department and even declared it to be within the power of the State Superintendent to remove from office any school commissioner who failed or refused to comply with the regulations adopted by the Superintendent. Whatever doubt may have existed in relation to the authority of the State Superintendent in this matter was removed upon the passage of the revised consolidated school law. Subdivision 5 of section 13 of title V of that law, in defining the powers and duties of school commissioners, provides as follows: "To examine, under such rules and regulations as have been or may be prescribed by the Superintendent of Public Instruction, persons proposing to teach common schools within his district . . . and if he find them qualified to grant them certificates in the forms which are or may be prescribed by the Superintendent." It will be observed from the law above quoted that it is the duty of the State Superintendent to provide rules and regulations under which commissioners must examine and license their teachers. In exercising this duty, the State Superintendent has prescribed the uniform system of examinations.

The school commissioners of this State have jurisdiction over all the public schools in the State outside of cities, and the teachers employed in these schools are licensed upon a uniform standard adopted by the State Superintendent, except the teachers in school districts organized many years ago under special acts of the Legislature. There are about fifteen school commis-

sioner districts in the State in which are located from one to three school districts, which were organized under these special acts of the Legislature, in which the board of trustees is given power under such laws to examine and license their teachers. This is an unfortunate condition. The licensing power should never be given to the authority that employs teachers. There is no valid reason why one school district in any county should be singled out from all other districts and granted privileges denied every other district in the State. The special acts relating to these districts should be amended, and the power of the school boards of these school districts to examine and license their teachers revoked. The teachers of such school districts should be required to obtain their certificates of qualification in the same manner and upon the same basis as the teachers of all other school districts in the State. To avoid all friction and embarrassment, we should have one system of determining the qualifications of our teachers, and that system should apply to every school district and to every teacher in the State.

It is just as essential that the examination and licensing of teachers employed in the public schools in the cities of the State should be under state supervision as it is that the same work in school commissioner districts should be under the supervision of the state Department. The same evils and abuses that existed in the rural districts when the examination and licensing of teachers was under the sole direction of school commissioners, exist to some extent in many of the cities of this State. Unscrupulous and designing politicians, who are members of boards of education, often defeat the desires and efforts of city superintendents to raise the standard of qualification of the teaching force under their jurisdiction.

There has been no uniform standard of qualifications for teachers in the cities of this State. The charter granted by the state Legislature to each of the cities of this State, or the special school acts of cities, determine in what manner the teachers of each of such cities shall be examined and licensed. The method prescribed by most of the city charters or these special school acts, has been to vest the power to examine and license teachers in the local school board and city superintendent. In some cities the charter has provided that these local officers shall examine and license their teachers under such rules and regulations as shall be prescribed by the State Superintendent. And in all such cities the uniform system of examinations prescribed for school commissioner districts has been adopted. These cities are Mount Vernon, Gloversville, Johnstown, Little Falls, Amsterdam and Olean. In many of the other cities over which this Department has no authority so far as the examination and licensing of teachers is concerned, the local school authorities have voluntarily adopted the uniform system of examinations, so that in a majority of the cities of the State this system of examinations is now in operation. In these cities all teachers who are added to the force and who are not normal school graduates, college graduates or the holders of state certificates are required to meet the qualifications prescribed under the uniform regulations. All teachers who have been engaged in the service for many years in the schools of the city in which they are now employed, and who are doing satisfactory work, are not required to submit to examination, but are continued on the certificates issued by the city authorities before the adoption of the uniform examination system.

It has come to the attention of this Department that in some cities which have voluntarily adopted this system of examinations, cases have arisen in

which the regulations have been suspended by special resolution of the board of trustees in order that some influential members of the board may place in the teaching service of their city a person unable to obtain a certificate on a fair test of his qualifications. This is sufficient evidence to show that local authorities should not be given the power to certify to the qualifications of their teachers. The time has come when no person in city or rural schools should be permitted to enter the teaching profession upon any other test than fitness to perform the duties of a teacher. We do not wish to convey the belief that the teachers of our cities are not properly qualified. On the contrary, we believe and know the great body of them to be competent, conscientious, zealous and performing their full duty. But the fact that it is possible for an incompetent person to gain admission to the ranks of the profession makes it incumbent upon those who have the school system in charge to provide some means to prevent it. The action of the Legislature of 1895, therefore, in providing a uniform minimum standard of qualifications for teachers in the cities of this State, which is to go into effect January 1, 1897, was a great step in advance.

I hold that not one dollar of the State's money should be paid in district quotas for teachers employed in cities unless such teachers hold a certificate of some form issued under the regulations of the State Department of Public Instruction. During the school year ending July 31, 1895, 12,530 teachers were employed some portion of the school year in the public schools of the cities of this State, and the State had nothing to say in determining the qualifications of 10,966 of these teachers, although the State paid over one and one-half million dollars to the cities of the State to be paid to these teachers for their services.

During the past year it cost the people of this State for teachers' salaries \$12,908,834.68. In no branch of the civil service of the State would this amount of money be permitted to be paid without those receiving it establishing to the satisfaction of the State that they were properly qualified to perform their duties. Even a porter or messenger in this Department will not be permitted to draw his salary from the State treasury until the State Civil Service Commission certifies that he is competent to perform his duties. Any reasonable expense, therefore, incurred by the State to provide a proper qualification for the teachers in her public schools is a matter of public economy.

The influence which the adoption of the uniform system of examinations has had upon the educational work in this State was never more potent than at the present time. Its influence is felt in nearly every phase of the educational work of our State. It has filled to overflowing the normal schools of the State. Thousands of young men and women have found their way into the academies, union schools and high schools of the State in order that they may obtain the necessary scholarship to earn certificates. It has stimulated institute work and rendered this line of instruction more practical and successful. It has created a demand for professional training and been the means of establishing teachers training classes upon proper bases. Through its influence a graded course of study has been formulated and is in use in a large number of rural schools broadening and rendering more useful the work of these schools. It has led every person desiring to enter the teaching service to know that the first requisite qualification of the

teacher is scholarship and that it must be possessed before he will be permitted to enter the profession. It has placed the work of teachers upon a professional basis and given the calling added respect and dignity.

The efforts of this Department will be directed toward placing the work of teaching upon a par with the other professions. But to do this, important changes must be made in some respects in our method of licensing teachers. In my opinion teachers should not be subject to so frequent examinations. They are required to submit to these tests too often. The less we examine, and the least restriction we place upon certificates when issued, the higher is the profession exalted and the greater is the value of the certificate. When teachers have once earned a second grade certificate they should forever be exempt from examination in the subjects required for a certificate of that grade. If the present standard of a second grade certificate is not sufficient for this purpose, it can be made so, and our teachers thus relieved of the useless worry and unnecessary strain over examinations, and given an opportunity to devote their time to more valuable work. One feature of the present system is narrowing. Second grade teachers are required every two years to submit to an examination of the same character and covering the same subjects. They are, therefore, compelled to devote what time they have for study to a review of the subjects included in the second grade examination. Their whole time is thus given to these subjects, and they are prevented from entering new fields of study and investigation. I would not make a second grade certificate valid for life, but would exempt the holder of such certificate from examination in the subjects required for a certificate of this grade, and upon the expiration of the time for which the certificate was issued would require such teachers, if they desired to remain in the service, to pass an additional examination along the line of pedagogy, science, literature, or some other advanced work not included in the work required for a second grade certificate. A plan of this kind would, in my opinion, meet with the approval of all progressive teachers. All worthy teachers desire to be better prepared for their work, and to be in touch with the spirit and methods of modern educational ideas. Such teachers would be given this opportunity, while the drones who are unwilling to study and advance would be compelled to seek employment in some other field of labor.

It seems advisable for many reasons that all certificates issued in this State shall expire upon some specific date, and that such date shall be July 31st, or the end of the school year. Certificates should, therefore, be issued August 1st, and they would then be valid for complete school years. At present certificates may be issued on any date and expire in one, two or five years from the date on which they were issued, according to the grade of the certificate. Under this system thousands of certificates expire during the school year, while teachers are engaged in teaching. These teachers often fail to earn another certificate before the expiration of the certificate they hold, and they often teach several weeks while not duly certified, expecting to receive a certificate at the next examination to be held. Hundreds of cases of this kind come before this Department each year for adjustment, and it is necessary to issue temporary licenses to such teachers, or to excuse the default of trustees in employing them, in order to entitle

the districts in which such teachers were employed to receive public money. If the plan above suggested should be adopted, in my opinion it would induce trustees to employ teachers for a full year; teachers would be duly qualified for a full year when entering into contracts with trustees; it would reduce the demand for temporary licenses to legitimate cases; it would simplify the records of this department and of school commissioners' offices and be of advantage to both teachers and school officers. This plan will be put in operation August 1, 1896.

The school year ending July 31, 1895, is the first full year which has elapsed since the organization of a board of examiners in this Department. During that year the answer papers submitted by applicants for certificates, and upon which all certificates issued were based, have been passed upon by this board of examiners. Seven examinations were held by school commissioners in their respective districts during the above-named period. These examinations were attended by 23,342 different persons, and of this number 12,021 failed to obtain certificates. It will thus be observed that over 50 per cent of those who entered examinations did not possess the required scholarship to assume the duties of a teacher, and were refused certificates. During the school year ending July 25, 1893, when these papers were marked by the school commissioners of the State, less than 6000 persons were refused certificates, or one-half the number who failed to secure them during the past school year. The service rendered the State through this Department in debarring these incompetent persons from the profession, can not be estimated.

Important changes have been made in the regulations governing this system during the past year. It was the general opinion of school commissioners and educators that the requirements for third grade certificates were too low and too narrow in their general scope. The opinion prevailed that many competent, experienced teachers were driven from the work by inexperienced third grade teachers, who were able to obtain certificates on the low standard prescribed. It was therefore deemed advisable to advance the standing required for a certificate of this grade to 75 per cent and to include in the subjects required, American history and school law. School law has also been added to the required subjects for a certificate of the second grade, so that after August 1st, next, no person will be able to obtain a certificate who does not pass an examination in school law. It seems fair to us to insist that no person shall assume the duties of a teacher who does not possess ordinary knowledge of the legal rights and duties of a teacher and the relation of a teacher to the school and its patrons. The examinations in this subject will not be rigid and will not involve any of the technical points of school law, but will relate to such questions as teachers are required to meet daily.

Many of the union free schools and many of the large villages employing a village superintendent, but whose teachers are licensed by school commissioners having jurisdiction, employ special teachers who give their whole time to some particular subject. These teachers have been heretofore required to obtain regular certificates under the uniform system of examinations, and to pass the same examination in subject matter, which has been required of all other teachers. Many complaints have been made by these

special teachers to this Department of the injustice of this plan, and it seems to me that their complaints have not been made without valid grounds. It has, therefore, been deemed advisable to provide some relief for these teachers and to issue special certificates which will entitle them to pursue some one of these special lines of work, which shall be designated in the certificate, but that such certificate shall not entitle them to teach any other branch in public schools than that named in the certificate. These certificates are issued by school commissioners to candidates who have met the requirements under the same rules that first, second and third grade certificates are issued, and the regulations relative to the indorsement of first and second grade certificates also apply to these special certificates.

To be eligible to receive a drawing certificate, a teacher must have had at least one year's successful experience in teaching in public schools, or in lieu of such experience must have had at least one year's work in professional training in a normal school of this State or a training class under the regulations of this Department, and must also attain the standing required in all subjects for a third grade certificate under the uniform system of examinations, and in addition thereto, must attain a standing of at least 75 per cent on a special paper in drawing. These certificates, when issued, are valid for a period of three years, and upon their expiration may be renewed by any school commissioner in the State without examination, provided the holder of such certificate has taught under it successfully for the full period of three years for which it was originally issued.

To be eligible to enter an examination for a kindergarten certificate, a candidate must have had at least one year's professional training in kindergarten work in a state normal school in this State, or in connection with a training class under the supervision of this Department, or in some other institution approved by this Department. Such candidate must also attain a standing of at least 75 per cent in methods, school economy, history of education, art of questioning, and in any other special professional subject designated for training classes, and in addition thereto 75 per cent in a special examination in the subject of kindergarten work. These certificates, when issued, are valid for a period of three years, and upon their expiration may be renewed by a school commissioner on the same conditions under which drawing certificates are renewed.

Vocal music certificates are issued to teachers without examination, but before such certificates can be issued applicants must establish to the satisfaction of the State Superintendent that they are qualified to teach vocal music. These certificates are issued for a period of three years and may be renewed on the same conditions under which drawing and kindergarten certificates are renewed. However, a school district employing the holder of a music certificate for the full period of school for each day for the required number of days (160) shall be entitled to the full district quota. But if such teacher shall be employed for a shorter time than the full period each day, the district quota apportioned for such teacher will be in proportion to the time employed each day.

THE FUTURE

Having reviewed the State's general policy in training and determining the qualifications of teachers employed in her public schools, we may now anticipate what the future trend of the policy on this subject is to be. It has already been shown in this publication that, to be legally qualified to teach in the elementary schools of cities or of villages of 5000 or more population, a teacher must have completed an approved four-year academic course and thereafter an approved two-year professional course. These are the minimum qualifications. Each city may establish additional qualifications. The Commissioner of Education approves both the academic and the professional course. This officer is therefore given great power in determining the qualifications of teachers in the elementary schools of cities and of villages of 5000 or more population. The Commissioner of Education is given the general power, under the Education Law, of prescribing qualifications for all other teachers employed in the public schools of the State. He therefore possesses the authority to determine absolutely what the qualifications of teachers in all schools outside of the cities and villages of 5000 or more shall be and the further authority to determine what the qualifications shall be of all teachers who are employed in the high schools of the State. This authority confers upon the Commissioner of Education a great opportunity as well as a great responsibility. He therefore possesses the power to advance the standard of the teaching service and to place the qualifications of teachers in the State upon a basis which will exalt the profession of teaching and which will render a great service to the people of the State. The address delivered by President Finley before the section of modern language teachers at the State Teachers Association, at Albany, in 1914, is indicative of the broad, comprehensive view which he has on this subject. His address, which was as follows, is therefore included in this publication:

THE TRAINING OF MODERN LANGUAGE TEACHERS

In the first place, as a matter of conscience, I shall have to tell you that in my haste to meet you I have put on Saul's armor. If I were meeting a really hostile Goliath, I should keep to my sling and parable. I have not yet proved such scientific armor. If I am attacked, I shall call upon Saul, whose name is Price, to defend me.

I shall limit this topic to the training of teachers of the modern foreign languages in the secondary schools.



John H. Finley



For purposes of clearness I shall discuss it under two main divisions: (1) reasonable requirements of training of modern language teachers, and (2) suitable means for securing such training.

Reasonable Requirements

Mr E. H. Babbitt, formerly of Columbia University, says (cf. "Common Sense in Teaching Modern Languages," in Heath's pedagogical library, 17:202):

The most important factor in the teaching of modern languages is the teacher. I have printed a discussion of the qualifications of modern language teachers, the points of which are in brief as follows:

1 Every teacher, in whatever department, should be a professional educator, who is in the work from choice and in it to stay. He should teach his subject with reference to its educational effect, and should be able to see its relation to the more general problem of the training of mind.

2 He should be a man of broad general culture.

3 He should be thoroughly in touch with the mental life of his pupils, and able not only to follow, but to lead, their thoughts in their own language.

4 A modern language teacher should know intimately the language he is to teach; every word and turn of thought should mean to him something actual; he ought to be able to think in the language, to dream in it, to crack jokes in it; must have, in short, such a knowledge as is only possible to a person who has lived in the country where the language is spoken.

5 He must have sound and serious scholarly training in his special field; must know the history and literature of the language he teaches and of the languages related to it, and must keep abreast of the times in his scholarship.

This is rather an ambitious program, which recalls a lecture by my old college president, the teacher, which made me feel that only an Apollo had any right to be a teacher. I suppose that we shall have to be content with less than these paragons. In the main, however, it is a fair statement of the essential qualifications of the well-prepared teacher of a modern foreign language.

The State Education Department has not, so far, differentiated between teachers. All teachers are primarily teachers of boys and girls, not teachers of different subjects. And the theory on which this rests is, so far as it goes, perfectly sound; for boys and girls are vastly more important than French and German, mathematics and chemistry.

But that this theory does not go far enough is attested by many. This fact was recognized when, by the report of Doctor Wheelock and Doctor Bardwell, December 3, 1910, provision for credit for oral work in the modern languages was made and the present system of inspection in the modern languages inaugurated. While

it is indisputable that teachers should have a broad general education, adequately characterized by saying that they should be college graduates (or have equivalent training), it is nevertheless gradually being recognized that something more is required, namely, specialization in subject; and to the modern languages redounds the honor, in this State, of the general awakening to this truth. From the consideration of the poor preparation evidenced by college graduates who had studied the modern languages for two or three years in high school and three or four years in college, Doctor Wheelock was led to recommend, over two years ago, the licensing of teachers by subjects instead of by the system of blanket-licensing then, and still, in vogue. This matter was also discussed by Professor Decker, of the State College for Teachers, at the last meeting of the Modern Language Association; and Doctor Finegan also expressed himself as heartily in favor of it, in his address, last December, on the "Policy of the State in Determining the Qualifications of her Teachers."

The present method of licensing teachers in the secondary schools is open to these two questions: In the first place, it may be doubted if the requirement of college graduation (or equivalent training) is a *sine qua non*; in the second place, whether specialization in subject should not be required for any state license.

Teachers may be licensed to teach any subject and all subjects in the high school curriculum on the basis of any one of three qualifications: (1) graduation from a normal school or training school for teachers; (2) passing of state examinations in the subjects of both the high school and the normal or training school; and (3) graduation from college, plus the completion of certain courses in the history, theory and practice of teaching, or, in lieu of these, the passing of state examinations in them. These eligibility rulings might well be amended by the elimination of the first two, leaving college graduation (or equivalent training) as the first gateway to all licenses, irrespective of subjects, to teach in the public high schools of the State. This is the requirement made of all candidates for the examinations for positions in the high schools of the city of New York. At present four cities (New York, Buffalo, Albany and Jamestown) license their teachers independently of the minimum requirements of the State, due to provisions in the respective city charters. It is worthy of note and commendation that at least one of these cities, New York, has established and successfully maintains minimum requirements far beyond those of the State. Without college graduation, no candidate for a license

to teach in the high schools of New York City is eligible for the examination in subject and methods of teaching, and more, without specialization in subject and methods of teaching, even after three years of successful experience in teaching elsewhere, the candidate could not, in ninety-nine cases out of a hundred, at least in the modern languages, pass the written examinations. And if, by any chance, he did pass them, he would still have before him the ordeal of the oral examination and the teaching test.

Statistics, recently secured, of the preparation of the modern language teachers in the public high schools of New York City show that there are 255 teachers of French, German and Spanish; of these, the mother tongue of 152 is English; of 103, some foreign language; 200 are graduates of some American college or university, while the remaining 55 have equivalent education (chiefly from study in foreign institutions); 198 have had graduate work, as follows: 109, without taking a higher degree; 54, with the M. A., and 35 with the doctorate; 227 have resided, traveled and studied abroad, the average length of time being conservatively estimated at three years.

From this arises the interesting and significant question: How much of this preparation might the State reasonably demand as minimum requirements for all teachers?

The question bristles with difficulties, with "ifs" and "buts" and provisos. Before entering more minutely upon a discussion of it, I should like to make two relevant observations.

First: the city of New York gets properly prepared high school teachers of modern languages only because it is able and willing to pay them relatively what they deserve. The salary attracts them, and the salary keeps them. This is not true, I am advised, generally speaking, of the rest of the State, where the salaries—with the single exception of the heads of departments in some cities—are low and the changes in the teaching force almost kaleidoscopic.

Second: high school and college training, if it enables the candidate to attain a broad general education, can not, at the same time, give him adequate specialization in subject, at least as far as modern languages are concerned, not to speak of general and special methods; and more, it can not give him even a decent degree of mastery of subject, unless and until certain fundamental changes have been made in the college entrance requirements in modern languages, the courses offered in college, and the special college requirements for the major subject in the last years of the course. Doctor Price tells me that our experience with college graduates

who apply for credit for oral work offers abundant proof of that. The candidate offering a modern language for entrance to college should be forced to take an oral examination, and, if he failed in it, he should be obliged to make good the deficiency in college, or, at the least, be given the opportunity to earn additional credits by this make-up work. And in college, greater attention should be given to the language itself, as a medium of expression, than is done now in most colleges; at least in the case of prospective teachers is this recommendation valid.

As matters now stand, taking into consideration the defective preparation that most high school graduates have in the modern languages, and the failure of the colleges to right this deficiency and to offer courses calculated to prepare the prospective teacher on the purely linguistic side, it is an absolute certainty that high school and college furnish insufficient preparation in subject for the prospective teacher of a modern language. And this insufficiency is noticed now only because we have gradually come to see that a teacher of a modern language who can not speak the language is, as one author has expressed it, like a teacher of swimming who can not swim.

In this respect the modern languages stand alone. The teacher of any other subject can get, probably, an adequate preparation for teaching his subject in the high school and college periods. And he was able to get in the modern languages what was considered an adequate preparation as long as the grammar-translation method was in vogue in our schools, but, with the new demands made upon him now, he needs another year of specialized study in college, or residence abroad, or unusual opportunities to hear the foreign language spoken and to speak it.

There are, of course, some college graduates in the State who speak the foreign language fluently and correctly; but Doctor Price testifies that he has yet to find such a teacher who is not of foreign parentage, having spoken the foreign language from his youth up, or who has not, in some way or other, found, and availed himself of, unusual opportunities which have nothing to do with his work in college.

This being so, the State must be satisfied with the general lack of specialized knowledge on the part of its modern language teachers or it must make extra efforts to secure better preparation. No amount of supervision, no details and devices of method can make up for a poor knowledge of subject.

If the State should decide to adopt minimum standards approximately like those obtaining in New York City, it would be confronted with the difficult question of administration. The system of written state examinations to determine the fitness of the candidate for a license to teach a given subject is probably practicable in all other subjects except in modern languages; and in the other subjects, state examinations would probably be unnecessary, if certain standards were adopted by the colleges as to what constitutes "major" work in a given department. But in the modern languages the essentials are the oral examination and the teaching test, and no one inspector, nor two inspectors, could find the time for this work for the whole State. The plan that I would propose therefore, for the special licensing of modern language teachers is on the basis of one of the following qualifications:

a The attainment of the master's degree with the modern language as "major" subject and education as one of the minors; license to be granted without state examination and made permanent after three years of successful experience;

b College graduation (or equivalent education), plus three to six months' residence in the country whose language is offered by the candidate; or evidence that the candidate had, in addition to his college degree, unusual opportunities to hear and to speak the foreign language; license to be granted on inspection and to be made permanent after three years' successful experience;

c The passing of written and oral examinations and teaching tests established by the State; license to be renewed yearly until made permanent on the recommendation of the inspector.

That the teachers would respond to these requirements under proper compensation, I have no doubt. Since the provision for credit for oral work in the modern languages went into effect in the school year 1911-12, a praiseworthy record of self-improvement *without salary inducement* has been made. Sixty-one teachers have attended one or more summer school sessions, thirty-five have taken private lessons with native French or German teachers or preachers, and sixty-seven have traveled and studied for at least one summer in France or Germany, making with a deduction of seventeen counted twice, a total of one hundred twenty-six teachers who have made real sacrifices in order to try to improve themselves in subject and method. There is ground for hope, therefore, that *with salary inducement*, any reasonable raising of standard would meet with a ready response.

There are two states in the great Empire State, two states in one, each of about the same size as the other. One is a state of congested population, a state of five millions upon $226\frac{3}{4}$ square miles, a modern Babel. The other is a state whose streets are highways, whose gutters are rivers, whose skyscrapers are real mountains, whose five million people are scattered over 49,654 square miles.

I have served the first of these for a decade, and saw there the development of which Doctor Price speaks through me to you. There were 2000 boys studying French at a given time, the largest French colony in America. And there was on the other side of the corridor the German colony, which, though it was large, was not so large as others in America. I hope that in this other state the progress in this respect may be as great in the decade to come as it has been during the last decade in the other state.

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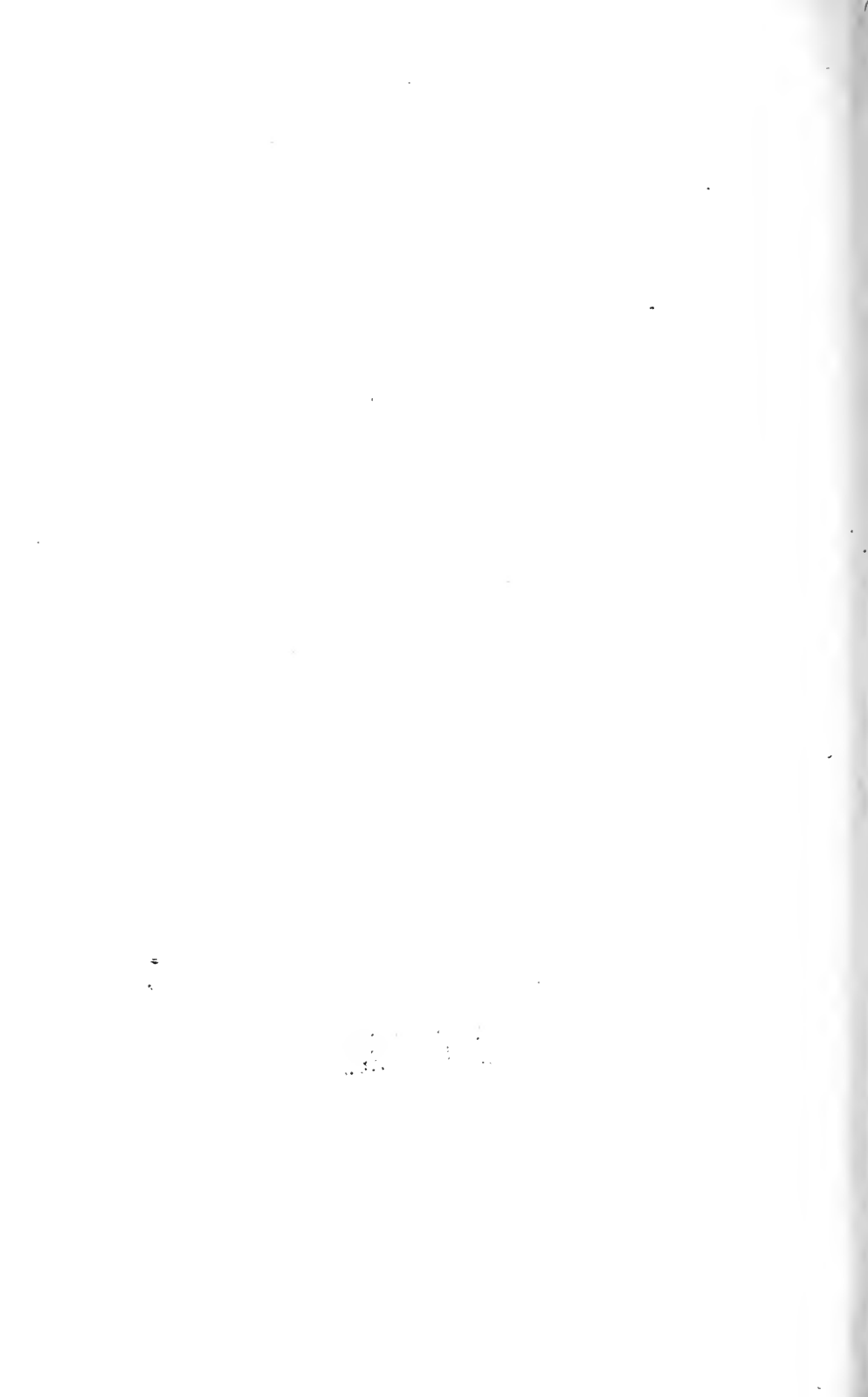
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